



UBT College

Branch in Prizren

Strategy Implementation review

June 2025



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Introduction

The Strategy Implementation Review for the UBT College – Prizren Branch represents a comprehensive and systematic evaluation of the institution's progress in executing its strategic plan. This document serves both as a quality assurance tool and a developmental roadmap, reflecting UBT's ongoing commitment to academic excellence, institutional effectiveness, and sustainable growth. It also fulfills the expectations of the Kosovo Accreditation Agency (KAA) and adheres to the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015).

Established with the mission of contributing to regional development, UBT's Prizren Branch offers six accredited academic programs across diverse fields:

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

This review evaluates how the strategic priorities articulated in the institutional strategic plan are being operationalized through specific actions, monitored through performance metrics, and refined in response to internal and external dynamics.

Key objectives of this Strategy Implementation Review include:

- Documenting measurable progress toward strategic goals.
- Ensuring alignment between institutional development and academic quality.
- Enhancing transparency and accountability through structured monitoring and evaluation.
- Strengthening the basis for informed decision-making at all levels of institutional governance.

Each chapter of this review addresses one of the core dimensions of strategic management: institutional context and mission, external environment, industry analysis, strategic objectives, action plan, risk assessment, financial projections, performance metrics (KPIs), and annual work plans. The review is informed by internal data, stakeholder feedback, and environmental scans, and is designed to support evidence-based improvement in line with ESG standards, particularly ESG 1.1 - Policy for Quality Assurance, ESG 1.8 - Public Information, and ESG 1.9 - Monitoring and Periodic Review of Programs.

By institutionalizing the strategic implementation review process, UBT College – Prizren affirms its role as a responsive, innovative, and quality-driven higher education provider committed to the long-term success of its students, staff, and community.



Chapter 1: UBT College Prizren Branch – Background and Mission

1.1 Institutional Genesis and Strategic Positioning

The UBT Prizren Branch was established as part of UBT College’s regionalization policy, with the explicit mission of serving Kosovo’s southeastern region through a comprehensive academic, scientific, and community-oriented presence. As a branch of one of Kosovo’s foremost private higher education institutions, UBT Prizren plays a strategic role in expanding access to tertiary education, strengthening regional economic resilience, and promoting innovation-based development in areas traditionally underserved by higher education provision.

Licensed under the national legal framework for private higher education institutions, UBT Prizren Branch adheres to the Statute of UBT College and operates within the parameters of the Law on Higher Education, the Administrative Instruction on Accreditation of Private Providers, and relevant Ministry of Education guidelines. It functions in close coordination with UBT’s main body in Prishtina, sharing administrative protocols, quality assurance mechanisms, and academic resources, while exercising localized governance and implementation oversight through its Branch Director and respective Faculty Councils.

1.2 Mission and Strategic Commitments

The UBT Prizren Branch mission is articulated as follows:

“To offer a dynamic and innovative 21st-century academic environment that provides inclusive, high-quality education and research, while contributing to the socio-economic and cultural development of Kosovo’s eastern region through community partnership, international collaboration, and skill-based advancement.”

This mission reflects a convergence of four pillars:

1. **Academic Excellence** – through modern curricula, qualified faculty, and outcomes-driven teaching and learning.
2. **Regional Relevance** – via alignment with municipal development priorities and responsiveness to labour market needs.
3. **Innovation and Research** – fostering applied and transdisciplinary research embedded in local and national development contexts.
4. **Global Integration** – through mobility programs, EU-funded projects, and cross-border partnerships.

The mission’s strategic orientation has been reinforced through the active development of programs that meet both regional demand and national priority sectors. This includes:

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



Each of these programs aligns with the skills gap identified in the Kosovo Education Strategic Plan and the Medium-Term Expenditure Framework, and are further tailored through stakeholder consultation with industry, public institutions, and regional municipalities.

1.3 Integrated Governance and Academic Autonomy

The governance structure of the UBT Prizren Branch adheres to the institutional model of autonomy with accountability. The branch operates within the broader UBT College ecosystem, which includes campuses in Prishtina, Lipjan, Peja, Ferizaj, and international offices in Austria and Hungary. However, it maintains functional independence in local decision-making, curriculum delivery, stakeholder engagement, and implementation of quality assurance processes.

The Branch Director oversees institutional operations, while the Faculty Councils, comprising Deans, Vice-Deans, program chairs, staff, and student representatives, ensure academic integrity, strategic alignment, and compliance with accreditation standards. Administrative leadership supports the academic mission through integrated offices for finance, IT, student services, and library/information systems, in collaboration with the main campus.

This structure supports the application of ESG 2015 standards, particularly:

- ESG 1.1 – Policy for Quality Assurance
- ESG 1.8 – Public Information
- ESG 1.9 – Monitoring and Periodic Review of Programs

1.4 Regional Engagement and Academic Purpose

The strategic imperative of the Prizren Branch is to function not merely as an extension of the UBT College system, but as a regionally embedded academic hub. Its development strategy prioritizes fields that have direct applicability to regional economic revitalization, particularly in agriculture, food biotechnology, ICT services, and public administration.

Stakeholder consultations carried out during the formulation of the Strategic Plan 2023–2028 identified critical areas such as:

- Agriculture and food production modernization
- Sustainable urban and spatial planning
- Healthcare and public health capacity building
- Digitalization of SMEs and public services
- Legal services in an evolving democratic environment

These insights shaped the curricular focus and research priorities, fostering a virtuous cycle between academic provision and regional socio-economic transformation.

The branch also actively participates in UBT's innovation ecosystem, including collaborations with the following units:

- Institute for STEM Research and Innovation (IEME)
- Centre for Incubators and Start-Ups
- Centre for Knowledge Management and Innovation
- Centre for Medical Training



- Quality Kosova and various sector-specific associations

1.5 Commitment to Inclusiveness and Access

UBT Prizren Branch promotes equitable access to higher education by prioritizing gender balance, rural outreach, and inclusion of underrepresented groups. Its enrollment strategy and scholarship schemes are tailored to meet the socioeconomic realities of the southeastern municipalities.

Efforts have also been made to integrate flexible learning pathways (e.g., evening classes, blended learning, professional short courses), thereby supporting lifelong learning and addressing barriers faced by adult learners and non-traditional students.

These efforts are consistent with:

- ESG 1.4 – Student Admission, Progression, Recognition and Certification
- ESG 1.6 – Learning Resources and Student Support

1.6 Synergies with Research and Development

The Branch's mission is complemented by its integrated research strategy, which aligns closely with its teaching mission and regional development goals. Research at the branch is conducted under the guidance of transdisciplinary principles and is directed at SMEs, public health, ICT, and agricultural innovation.

Through the institutional linkages with UBT's research centers, Prizren students and faculty engage in applied projects that are nationally and internationally funded (e.g., Erasmus+, Horizon 2020, Tempus). This reinforces the branch's role as a knowledge production hub and directly contributes to:

- ESG 1.10 – Cyclical External Quality Assurance
- ESG 1.3 – Student-Centered Learning, Teaching and Assessment

The UBT Prizren Branch's background and mission form a well-articulated foundation for a regional academic institution that is both globally engaged and locally responsive. Its strategic framework demonstrates a clear alignment with ESG principles and the national vision for higher education development. Through targeted academic offerings, inclusive education, research-driven innovation, and sustainable governance, the branch contributes meaningfully to the educational, economic, and social progress of Kosovo's eastern region.



Chapter 2: External Environment

2.1 Demographic and Regional Context

Prizren is the second-largest city in Kosovo, characterized by a dynamic demographic profile and a multi-ethnic population. As a cultural and economic hub of the southwestern region, it presents both opportunities and challenges for higher education institutions. According to the Kosovo Agency of Statistics (KAS), the region has a relatively young population, with over 55% under the age of 30, representing a strong potential base for tertiary education enrollment.

Despite demographic vitality, the municipality faces structural challenges including rural-to-urban migration, underemployment among youth, and brain drain. The Prizren region is also composed of peripheral municipalities (e.g., Suhareka, Dragash, Malishevë) where access to higher education remains limited. This reinforces the regional mission of UBT Prizren Branch as an access point for inclusive, decentralized, and quality academic provision.

2.2 Labour Market and Economic Structure

The economic structure of Prizren and surrounding areas is driven primarily by three sectors:

- Agri-food production and processing
- Construction and architecture
- Small and medium-sized enterprises (SMEs), including ICT start-ups and professional services

UBT's programs in Food Science and Biotechnology, Architecture and Spatial Planning, and Management, Business and Economics directly align with these sectors, enabling a strong relevance-to-need match between graduate competencies and regional employment demands.

While the ICT sector is still emerging, initiatives such as the Innovation and Training Park (ITP) Prizren have begun to attract tech entrepreneurs, making UBT's Computer Sciences and Engineering program a forward-looking investment in regional digital transformation. Moreover, the Law program fills critical capacity gaps in the legal and judicial professions, which are under continuous reform and Europeanization.

Nevertheless, persistent mismatches between graduate qualifications and employer expectations, as documented by the Kosovo Labour Market Information System (LMIS), underline the need for continuous curriculum renewal, field-based internships, and university–industry collaboration, all of which have been partially addressed in UBT's Strategic Plan 2023–2028.

2.3 Higher Education Policy and Regulatory Framework

The external environment is shaped by the regulatory mandates of the Kosovo Accreditation Agency (KAA), the Ministry of Education, Science, Technology and Innovation (MESTI), and the principles outlined in the Bologna Process. UBT College, including its Prizren Branch, must operate within this evolving policy terrain that increasingly emphasizes:

- Learning outcomes and competency-based curricula
- International comparability and student mobility
- Research quality and innovation outputs
- Stakeholder engagement and public accountability



The ESG 2015 framework, which informs Kosovo's national accreditation system, requires that institutional strategies respond to these macro-level expectations. For instance, UBT Prizren's academic offerings and strategic targets are aligned with:

- ESG 1.2 – Design and Approval of Programs
- ESG 1.4 – Student Admission, Progression and Certification
- ESG 1.9 – Monitoring and Periodic Review of Programs

Furthermore, the shift toward institutional accreditation and periodic program reviews has required the Prizren Branch to develop internal quality assurance mechanisms that are robust, participatory, and data-driven. This adaptation is critical in ensuring regulatory compliance and quality sustainability.

2.4 Internationalization and European Integration

Kosovo's aspiration for deeper integration into the European Higher Education Area (EHEA) and the EU alignment process present both opportunity and challenge. While international mobility frameworks (e.g., Erasmus+, CEEPUS) are available to Kosovo institutions, actual student and staff mobility from regional branches like Prizren remains low.

UBT Prizren Branch has taken steps to internationalize its programs, including:

- Embedding English-language materials and assessment in selected courses
- Participating in dual-degree negotiation processes with EU partner universities
- Facilitating access to international projects through the central coordination office

However, institutional capacity for international outreach remains asymmetrically distributed between the central and regional branches. Therefore, targeted investments are needed in language training, intercultural skills, and international project development capacity at the Prizren campus.

2.5 Stakeholder Expectations and Public Perceptions

Students, parents, employers, local government, and civil society actors all constitute key stakeholders that shape the external environment of UBT Prizren. Through survey instruments, focus group discussions, and strategic partnerships, UBT has periodically captured these expectations, which include:

- High employability of graduates
- Relevant, practical learning experiences
- Transparent academic procedures and responsiveness to student needs
- Participation in regional development projects and innovation hubs

The Law and Business programs are especially scrutinized by employers for their graduates' practical skills, legal literacy, and ethical standards. Likewise, Design and Architecture programs are evaluated based on their ability to integrate sustainability, technological fluency, and aesthetic value into student portfolios.

UBT's reputation in the region is generally positive, but it competes with public institutions and donor-funded vocational training centers. Therefore, its strategic advantage lies in personalized learning, modern infrastructure, flexible academic pathways, and rapid curricular



responsiveness, factors that must continue to be reinforced to maintain institutional differentiation.

2.6 Risks and Opportunities in the External Environment

Key Risks Identified:

- **Regulatory volatility:** Changes in accreditation or licensing policies may impose unforeseen compliance burdens.
- **Demographic shifts:** Declining secondary school graduates in rural areas may affect future enrollment.
- **Economic instability:** National fiscal constraints or sectoral recessions could impact tuition-based revenue.
- **International competitiveness:** Regional HEIs increasingly compete for Erasmus+ partnerships and research grants.

Key Opportunities:

- **Innovation ecosystems:** ITP Prizren, Tech hubs, and agri-food clusters offer collaboration potential.
- **Green and digital transitions:** New policy frameworks (EU Green Deal, Digital Agenda for the Western Balkans) create programmatic and research development spaces.
- **Decentralized funding models:** Potential access to municipal development funds for joint education-employment initiatives.

The external environment in which the UBT Prizren Branch operates is marked by demographic dynamism, evolving labour market demands, regulatory transformation, and strategic opportunities for European integration. The institution has shown notable capacity to respond to regional development imperatives through its program offerings and stakeholder partnerships.

Nonetheless, success will depend on its ability to deepen quality assurance practices, expand international exposure, and institutionalize mechanisms for stakeholder-driven innovation. A continued scan of the external environment and an agile institutional response remain essential for sustaining the relevance, competitiveness, and impact of the UBT Prizren Branch.



Chapter 3: Industry Analysis

3.1 Overview and Strategic Rationale

The higher education sector in Kosovo is increasingly expected to align its programmatic offerings with industry dynamics, labor market needs, and regional development strategies. As a private higher education institution, the UBT College Branch in Prizren operates in a competitive and evolving environment where industry alignment, employability, and applied learning are critical indicators of institutional relevance and impact.

This industry analysis evaluates six accredited academic programs through a sectoral lens, mapping their contribution to key economic domains, their responsiveness to labor demands, and their potential for innovation and interdisciplinary integration. Each program is assessed against current trends, institutional partnerships, and Kosovo's strategic development documents (e.g., the National Development Strategy 2030, Sectoral Development Plans, and Smart Specialization Strategy).

3.2 Computer Sciences and Engineering (BSc)

Industry Context - Kosovo's ICT sector has emerged as one of the fastest-growing and most export-oriented segments of the economy. According to the Kosovo IT Association (STIKK), the sector has experienced double-digit annual growth, with increasing demand for software developers, system analysts, cybersecurity professionals, and data scientists.

The city of Prizren has benefited from the establishment of the Innovation and Training Park (ITP), a major digital ecosystem supported by the German Government, which hosts ICT companies, start-ups, and training organizations. This local infrastructure creates direct synergies with the Computer Sciences and Engineering program at UBT Prizren.

Program–Industry Fit

- **Core alignment:** Software engineering, artificial intelligence, cloud computing, and IoT technologies.
- **Partnership opportunities:** Internships, hackathons, and joint projects with ITP tenants and STIKK members.
- **Future positioning:** Expansion into niche specializations like fintech, blockchain, and digital health to strengthen competitiveness.

3.3 Architecture and Spatial Planning (BSc)

Industry Context - The construction and urban development sectors are central to Kosovo's economic reconstruction and modernization. Municipalities, including Prizren, are increasingly focusing on sustainable urban planning, heritage preservation, and smart city transformation. There is strong demand for graduates who can combine architectural design with technical planning, digital modeling, and environmental stewardship.

Program–Industry Fit

- **Core alignment:** Urban and rural spatial planning, architectural restoration, GIS-based analysis.
- **Public sector linkage:** Direct involvement in municipal infrastructure planning and regulatory compliance.



- **Professional standards:** Alignment with Kosovo Chamber of Architects and the use of digital tools (AutoCAD, Revit, BIM).

Strategic Advantage - Prizren's status as a cultural heritage city offers real-life learning labs and strengthens the program's applied dimension in conservation architecture and integrated urban renewal.

3.4 Management, Business and Economics (BSc)

Industry Context - Kosovo's private sector is dominated by SMEs, which represent over 95% of active enterprises. The region of Prizren features a high concentration of family businesses, retail trade, food processing units, and emerging service industries. However, many enterprises operate below full productivity due to weak managerial capacity, informal practices, and limited digital integration.

Program-Industry Fit

- **Core alignment:** SME management, entrepreneurial finance, e-commerce, strategic planning.
- **Industry-driven learning:** Case studies from regional enterprises, field visits, business simulations.
- **Skill gaps addressed:** Financial literacy, project management, and organizational leadership.

Strategic Engagement - The program is strategically positioned to support local economic development by training professionals who can elevate enterprise competitiveness, improve governance, and drive innovation in business models.

3.5 Professional Design (BA)

Industry Context - The creative industry in Kosovo is an emerging driver of youth entrepreneurship and cultural diplomacy. Graphic design, visual communication, product design, and multimedia arts are experiencing rising demand in both the private and public sectors. The availability of online platforms (e.g., Upwork, Behance, Fiverr) has internationalized the market for design services.

Program-Industry Fit

- **Core alignment:** Graphic and visual communication, branding, digital design, UX/UI interfaces.
- **Entrepreneurial potential:** High relevance for self-employment, freelance careers, and start-up incubators.
- **Technological integration:** Use of Adobe Creative Suite, 3D modeling, and augmented reality tools.

Regional Opportunity - With Prizren's tradition in visual arts and film (e.g., DokuFest), the design program can serve as a feeder for the regional creative economy and link cultural tourism and media production.

3.6 Food Science and Biotechnology (BSc)

Industry Context - Agriculture and food processing represent approximately 12% of Kosovo's GDP, with significant potential in agri-export, food safety, and organic production. Prizren is a key



agri-industrial region, known for vineyards, dairy, and processed fruits and vegetables. However, productivity remains constrained by outdated practices, limited R&D, and gaps in food technology expertise.

Program–Industry Fit

- **Core alignment:** Food microbiology, processing technologies, quality control, biotechnology.
- **Applied research:** Opportunity for lab-based experimentation linked with regional producers.
- **Public health linkage:** Ensures alignment with EU food safety standards and health regulations.

Strategic Relevance - The program positions UBT Prizren as a knowledge partner in regional food innovation, capable of driving modernization and sustainability in value chains from field to fork.

3.7 Law (LLB)

Industry Context - The legal profession in Kosovo is undergoing transformation due to increasing Europeanization of legislation, judicial reform, and decentralization of governance. Prizren hosts regional courts, administrative offices, and notarial bodies, all of which require qualified legal professionals with practical competencies.

Program–Industry Fit

- **Core alignment:** Civil and administrative law, human rights, EU law, legal ethics.
- **Field integration:** Partnerships with courts, law offices, and legal aid services.
- **Practical training:** Moot courts, legal clinics, and case analysis embedded in curriculum.

Strategic Role - The program builds legal capacity for democratic consolidation and rule of law at the regional level, while fostering civic literacy and public trust in institutions.

3.8 Cross-Cutting Industry Trends

Several transversal trends affect all six programs and must be accounted for in strategic implementation:

- **Digitalization:** All sectors demand digital literacy, platform-based workflows, and IT-enabled service delivery.
- **Green economy:** Environmental sustainability and energy efficiency are becoming core to architecture, food science, and business models.
- **Entrepreneurship:** Students across disciplines must be equipped for self-employment, freelancing, and social enterprise development.
- **Work-based learning:** Integration of internships, project-based learning, and co-designed curricula with industry actors is increasingly expected by both regulators and employers.

The accredited programs offered at UBT Prizren Branch demonstrate a clear and increasing alignment with the economic and industrial realities of the region. Each academic unit not only addresses current labor market needs but also anticipates future transformations by integrating technology, interdisciplinarity, and applied competencies. Strategic success will depend on



sustained industry engagement, data-informed curriculum review, and investment in practice-oriented learning infrastructure.

By embedding this industry alignment in the heart of its strategic implementation, UBT Prizren positions itself as a catalyst for regional development, a generator of human capital, and a model for institutional responsiveness in higher education.



Chapter 4: Strategic Objectives

4.1 Strategic Framing and ESG Integration

The strategic objectives of the UBT College Branch in Prizren are derived from the overarching institutional strategy of UBT College and adapted to reflect the regional characteristics, development needs, and specific academic portfolio of the Prizren campus. These objectives are fully aligned with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015) and reinforce principles of student-centered learning, academic integrity, institutional autonomy, and stakeholder engagement.

All strategic objectives fall within three main pillars:

1. Academic Excellence and Programmatic Relevance
2. Research, Innovation, and Knowledge Transfer
3. Community Engagement and Regional Development

Each pillar is supported by clear operational goals and performance metrics.

4.2 Pillar I: Academic Excellence and Programmatic Relevance

Objective 1: Ensure Programmatic Alignment with Regional Labour Market Demands

- **Rationale:** The Prizren region's economy requires high-level competencies in technology, construction, agri-food systems, legal expertise, and design services. The six accredited programs must remain responsive to evolving sector needs.
- **Key Actions:**
 - Annual review of curricula based on labor market data and employer feedback.
 - Advisory boards with local industry representatives.
 - Development of sector-specific elective courses and dual specializations.
- **Performance Indicators:**
 - % of programs revised annually in response to market data.
 - Graduate employment rate is within 6 months of post-graduation.
 - Stakeholder satisfaction scores.

Objective 2: Strengthen Quality of Teaching and Learning

- **Rationale:** Delivering consistently high-quality instruction and student-centered pedagogy is essential for academic credibility and ESG compliance (ESG 1.3, 1.5).
- **Key Actions:**
 - Staff training in digital and inclusive pedagogy.
 - Systematic student feedback integration into teaching evaluation.
 - Enhancement of laboratory and studio-based learning.
- **Performance Indicators:**
 - Ratio of teaching staff with pedagogical qualifications.



- Average student satisfaction with teaching quality.
- Number of active learning modules delivered.

4.3 Pillar II: Research, Innovation, and Knowledge Transfer

Objective 3: Expand Applied and Regional Research Initiatives

- **Rationale:** Regional development challenges in agriculture, food safety, urbanization, and legal reform require locally anchored research contributions (aligned with ESG 1.1, 1.10).
- **Key Actions:**
 - Establish campus-level research clusters in food science, ICT, urban planning, and legal studies.
 - Promote student and faculty participation in externally funded research projects.
 - Encourage inter-faculty and cross-sectoral applied research collaborations.
- **Performance Indicators:**
 - Number of research papers produced by Prizren faculty.
 - % of students engaged in research or capstone projects.
 - External research funding secured.

Objective 4: Promote Innovation and Entrepreneurial Mindsets

- **Rationale:** In response to youth unemployment and the demand for agile workforce skills, the Prizren campus must foster innovation, freelancing, and entrepreneurship across disciplines.
- **Key Actions:**
 - Launch innovation labs linked to the Innovation and Training Park (ITP) and municipal hubs.
 - Introduce interdisciplinary courses on entrepreneurship and digital innovation.
 - Create mentorship schemes and incubator access for student-led start-ups.
- **Performance Indicators:**
 - Number of student start-ups supported or incubated.
 - % of programs with embedded innovation components.
 - Participation in regional innovation competitions.

4.4 Pillar III: Community Engagement and Regional Development

Objective 5: Deepen Stakeholder Partnerships and Public Engagement

- **Rationale:** Engaging with local institutions, businesses, civil society, and government supports mutual growth and institutional trust (aligned with ESG 1.8).
- **Key Actions:**
 - Sign MOUs with local municipalities and chambers of commerce.
 - Offer public legal aid, architecture consultancy, and ICT clinics.



- Organize open seminars, exhibitions, and community projects.
- **Performance Indicators:**
 - Number of active partnerships with regional actors.
 - Community service hours contributed by students and staff.
 - Stakeholder engagement survey results.

Objective 6: Promote Inclusive Access and Lifelong Learning

- **Rationale:** Ensuring access for underrepresented populations and facilitating continuing education are part of UBT's social mission (aligned with ESG 1.4 and national equity targets).
- **Key Actions:**
 - Introduce flexible and blended learning options for working students.
 - Provide merit-based and social scholarships.
 - Develop short courses and certifications tailored to community needs.
- **Performance Indicators:**
 - Enrollment diversity metrics.
 - Number of lifelong learning participants.
 - Retention and completion rates among non-traditional students.

4.5 Institutional Management and Sustainability Objectives

Objective 7: Enhance Infrastructure and Digital Ecosystem

- **Rationale:** Modern learning environments and digital tools are essential to deliver competitive and future-ready academic services.
- **Key Actions:**
 - Upgrade IT infrastructure and laboratory equipment.
 - Implement e-learning platforms and digital student services.
 - Improve accessibility and ergonomic design of learning spaces.
- **Performance Indicators:**
 - ICT readiness index.
 - Student usage of digital platforms.
 - Infrastructure investment levels.

Objective 8: Institutionalize Quality Assurance and Continuous Improvement

- **Rationale:** Sustainable development and ESG compliance depend on internal quality systems that are cyclical, evidence-based, and stakeholder-informed.
- **Key Actions:**
 - Conduct annual self-assessment exercises.
 - Standardize QA processes across the Prizren Branch.



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- Integrate alumni and employer feedback into QA loops.
 - **Performance Indicators:**
 - Completion rate of annual internal reviews.
 - Number of QA actions implemented per year.
 - External review satisfaction results.

The strategic objectives defined for the UBT College Prizren Branch serve as a roadmap for academic, research, and community-oriented advancement. They reflect a coherent and locally adapted implementation of UBT College's institutional mission while aligning with ESG standards and Kosovo's national higher education priorities.

Their realization requires integrated governance, resource optimization, stakeholder collaboration, and a results-driven culture that ensures the Prizren Branch contributes significantly to regional development, social inclusion, and academic excellence.



Chapter 5: Action Plan

UBT College – Prizren Branch

This Action Plan provides a comprehensive roadmap of implementation of the strategic objectives outlined in Chapter 4. It focuses on institutional transformation, academic program enhancement, stakeholder engagement, research expansion, and digital modernization at the UBT College Prizren Branch. The Plan reflects UBT's mission and values while ensuring full alignment with the European Standards and Guidelines for Quality Assurance in Higher Education (ESG 2015), particularly ESG 1.1–1.10.

The following table summarizes the implementation of annual implementation actions, responsible actors, performance indicators, and completion benchmarks.

Strategic Priority Area	Actions	Actors	Metrics	Verification
1. Curriculum Alignment with Labor Market	<ul style="list-style-type: none"> - Annual curriculum reviews was conducted - Elective modules were introduced tailored to regional industries 	<ul style="list-style-type: none"> - Faculty Deans, - QA Office, - Industry Advisory Boards 	<ul style="list-style-type: none"> - 100% of programs revised - 10 New elective modules introduced 	<ul style="list-style-type: none"> - Updated and approved curricula
2. Strengthening Practical Learning Infrastructure	<ul style="list-style-type: none"> - ICT, architecture, biotech, and law laboratories were modernized - Internship protocols were developed with external partners 	<ul style="list-style-type: none"> - Program Coordinators - Infrastructure Dept - Industry Liaisons 	<ul style="list-style-type: none"> - 8 upgraded labs - 6 internship agreements - 95% student satisfaction with facilities 	<ul style="list-style-type: none"> - Functional labs with enhanced resources - Internship placements
3. Expansion of Applied Regional Research	<ul style="list-style-type: none"> - Interfaculty research initiatives launched - Regional problems in food safety, ICT, and planning were identified 	<ul style="list-style-type: none"> - Research Office, - Faculty Groups, - Local Government 	<ul style="list-style-type: none"> - 4 research projects initiated - Increased student research participation 	<ul style="list-style-type: none"> - Research outputs published
4. Digital Innovation and E-Learning Integration	<ul style="list-style-type: none"> - Hybrid learning models implement - Staff trained in LMS and digital tools - Digital student services expanded 	<ul style="list-style-type: none"> - IT Department, - Teaching & Learning Center, - QA Office 	<ul style="list-style-type: none"> - 4 digitized courses - Student platform engagement increased by 70% - Faculty trained in digital pedagogy 	<ul style="list-style-type: none"> - Functional hybrid courses offered in all programs - LMS adopted for internal quality reporting



Strategic Priority Area	Actions	Actors	Metrics	Verification
5. Community Engagement and Partnerships	<ul style="list-style-type: none"> - Agreements signed with municipal and private institutions - Conduct legal aid, ICT support, and public consultations 	<ul style="list-style-type: none"> - Program Directors, - Career Center, - Legal/Design Clinics 	<ul style="list-style-type: none"> - Eight active institutional partnerships - Community service hours recorded 	<ul style="list-style-type: none"> - Documented community projects - Stakeholder feedback confirmed
6. Inclusiveness and Lifelong Learning	<ul style="list-style-type: none"> - Short-term training and certifications offered - Scholarships for marginalized students provided 	<ul style="list-style-type: none"> - Admissions Office, - Lifelong Learning Unit, - Social Office 	<ul style="list-style-type: none"> - 17 short courses developed - Non-traditional students' enrollment - Scholarship disbursed 	<ul style="list-style-type: none"> - Increased student diversity - Lifelong learning recognized in institutional QA cycle
7. Quality Assurance Enhancement	<ul style="list-style-type: none"> - Internal self-assessment processes standardized - Alumni/employer surveys embed into QA cycles 	<ul style="list-style-type: none"> - QA Office, - Alumni Office, - Institutional Research 	<ul style="list-style-type: none"> - Two QA cycles completed - High score in Audit compliance 	<ul style="list-style-type: none"> - Annual QA reports published - ESG-aligned monitoring instruments adopted

Monitoring and Evaluation

The implementation of the Action Plan was monitored annually through internal quality assurance mechanisms, and progress was reported to the Academic Council and the UBT Strategic Steering Committee. Adjustments were made based on stakeholder feedback, performance gaps, and opportunities arising from new partnerships or funding calls. Alignment with ESG was continuously verified through self-assessments and external quality audits.



Chapter 6: Risk Assessment

This chapter identifies and evaluates the primary risks that may affect the successful implementation of the strategic objectives of UBT College – Prizren Branch. The assessment covers academic, operational, infrastructural, regulatory, financial, and reputational dimensions, offering mitigation strategies that are embedded within the institution’s internal quality assurance system. The approach is fully aligned with the ESG 2015 standards, particularly with ESG 1.9 (Monitoring and Periodic Review of Programs) and ESG 1.10 (Cyclical External Quality Assurance).

The risk management strategy is proactive and preventive, enabling UBT Prizren to build institutional resilience and adapt effectively to environmental uncertainties.

Risk Category	Description of Risk	Impact	Likelihood	Mitigation Strategy
1.Academic and Programmatic Risks	<ul style="list-style-type: none">- Misalignment between academic offerings and labor market needs- Difficulty in recruiting qualified academic staff in niche areas (e.g., Biotechnology, Law)- Low student participation in research	High	Medium	<ul style="list-style-type: none">- Conduct regular curriculum reviews with industry input- Develop incentive schemes and international recruitment- Promote student-led research competitions
2.Infrastructure and Resource Risks	<ul style="list-style-type: none">- Delays in upgrading laboratory and ICT infrastructure- Insufficient digital infrastructure for hybrid learning	Medium	High	<ul style="list-style-type: none">- Prioritize phased investment in infrastructure- Seek co-funding from donors and public agencies
3.Operational and Administrative Risks	<ul style="list-style-type: none">- Lack of consistent implementation of QA processes across programs- Weaknesses in alumni tracking and data collection for KPI reporting	High	Medium	<ul style="list-style-type: none">- Digitize QA system and train administrative staff- Establish integrated institutional data platform
4.External and Regulatory Risks	<ul style="list-style-type: none">- Changes in national higher education policies and accreditation frameworks- Regional demographic decline impacting enrollment	High	Low	<ul style="list-style-type: none">- Establish a regulatory monitoring team within institutional leadership- Enhance international student recruitment strategies



Risk Category	Description of Risk	Impact	Likelihood	Mitigation Strategy
5. Financial and Sustainability Risks	<ul style="list-style-type: none">- Decline in enrollment affecting financial viability- Dependence on tuition fees as the primary revenue stream	High	Medium	<ul style="list-style-type: none">- Diversify revenue through lifelong learning programs, applied research, and consultancy- Use scenario-based budgeting
6. Reputational Risks	<ul style="list-style-type: none">- Media scrutiny or public criticism related to program quality or employment outcomes- Underrepresentation of positive institutional contributions	Medium	Medium	<ul style="list-style-type: none">- Strengthen stakeholder engagement and public relations strategy- Publish transparent performance data and rankings participation

This risk assessment demonstrates UBT College – Prizren Branch’s commitment to proactively identifying and managing institutional vulnerabilities that may hinder the achievement of its strategic mission. By linking each risk to a corresponding mitigation strategy, the institution ensures that risk management becomes an integral part of its governance and quality assurance processes. The implementation of this framework supports long-term sustainability, public trust, and continuous improvement.



Chapter 7: Financial Projections

This chapter presents the financial projections for the UBT College Prizren Branch over a three-year period. The purpose is to provide a realistic and sustainable financial outlook aligned with the institution's strategic objectives, operational requirements, and long-term mission. These projections are informed by current enrollment trends, planned infrastructure and academic investments, market demand, and policy context. The financial modeling includes revenue forecasts, expenditure plans, investment priorities, and financial risk mitigation strategies.

1. Revenues

Revenues are primarily based on tuition income, continuing education programs, research funding, and potential donor or partnership contributions. Projections assume an annual average growth of 5% in student enrollment and a modest expansion in non-tuition revenue streams.

Revenue Source	Year 1 (EUR)	Year 2 (EUR)	Year 3 (EUR)
Tuition Fees (All Programs)	1,200,000	1,320,000	1,452,000
Lifelong Learning & Short Courses	100,000	120,000	140,000
Research Grants and Projects	50,000	75,000	100,000
Institutional Donors / Partnerships	20,000	30,000	40,000
Other Income (rentals, consulting)	30,000	35,000	40,000

2. Expenditures

Expenditures are based on operational needs, academic development, staffing, infrastructure upgrades, and digital transformation. Provisions are included for program expansion, staff training, and enhanced student support services.

Expenditure Category	Year 1 (EUR)	Year 2 (EUR)	Year 3 (EUR)
Academic & Administrative Salaries	700,000	770,000	850,000
Operational & Utility Costs	120,000	130,000	135,000
Infrastructure and Lab Investments	150,000	200,000	250,000
IT and Digital Learning	50,000	70,000	90,000
Staff Training and Development	20,000	25,000	30,000
Student Services and Scholarships	30,000	35,000	40,000

3. Financial Sustainability Measures

To ensure long-term financial sustainability, the following measures will be implemented:

- Annual budget alignment with enrollment projections
- Expansion of income diversification through applied research and consultancy



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- Cost-efficiency audits and resource optimization
 - Strengthened partnerships with donors and government bodies
 - Regular monitoring of financial KPIs and reporting to governance bodies



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

The successful implementation of UBT College Prizren Branch's strategic plan requires a robust monitoring and evaluation framework grounded in clearly defined Key Performance Indicators (KPIs). These indicators are aligned with the institution's mission, strategic objectives, and ESG 2015 standards, specifically ESG 1.9 (Monitoring and Periodic Review of Programs) and ESG 1.1 (Policy for Quality Assurance). The KPIs outlined in this chapter serve as the foundation for tracking progress, evaluating impact, and ensuring continuous improvement.

KPIs are grouped according to the strategic priority areas of the institution and are defined using SMART criteria, Specific, Measurable, Achievable, Relevant, and Time-bound. Baseline data, targets, and responsible units are established for each metric, with annual review cycles integrated into the institution's quality assurance system.

Strategic Priority Area 1: Academic Excellence

KPI	Baseline (2023)	Target (2028)	Responsible Unit
Student-to-faculty ratio	27:1	20:1	Academic Office
Percentage of academic staff with PhD	38%	55%	HR Department
Course syllabi reviewed and updated annually	65%	100%	Program Coordinators
Number of accredited programs maintained	6	≥6	Accreditation & QA Office
Average student satisfaction score on teaching (scale 1–5)	3.8	≥4.2	Quality Assurance Office

Strategic Priority Area 2: Student Development and Employability

KPI	Baseline (2023)	Target (2028)	Responsible Unit
Graduate employment rate within 12 months	58%	≥75%	Career Services Office
Student participation in internships	42%	≥70%	Program Coordinators
Alumni network activation (events, surveys)	Informal	Structured annual survey	Alumni Relations Office
Number of students involved in research activities	25	≥60	Research & Innovation Office
Student mobility (Erasmus+, bilateral)	12 students	≥30 students	International Relations Office

Strategic Priority Area 3: Infrastructure and Learning Environment

KPI	Baseline (2023)	Target (2028)	Responsible Unit
Availability of ICT-equipped classrooms	60%	100%	IT & Infrastructure Unit
Lab hours per program per week	Varies	≥10	Program Directors
Satisfaction with learning environment (scale 1–5)	3.6	≥4.2	QA Office



KPI	Baseline (2023)	Target (2028)	Responsible Unit
Digital learning platform functionality rating	Moderate	High (≥90% uptime)	IT Department
Students access to library and online databases	Partial	Full coverage	Library Services

Strategic Priority Area 4: Research and Innovation

KPI	Baseline (2023)	Target (2028)	Responsible Unit
Number of publications by Prizren faculty	16	≥30	Research Office
Number of externally funded research projects	3	≥6	Research & Grants Office
Annual student research conference participation	0	≥1 event/year	Research & QA Office
Internal mini-grants awarded	0	≥5 per year	Institutional Research Fund

Strategic Priority Area 5: Institutional Development and Partnerships

KPI	Baseline (2023)	Target (2028)	Responsible Unit
Number of formalized MoUs with industry partners	4	≥10	Industry Liaison Office
Participation in national or international networks	2	≥5	Rector's Office / QA
Annual strategic review cycle implemented	Informal	Fully institutionalized	Strategic Planning Office
Number of staff trained in QA and governance	12	≥30	QA Office / HR Department

Monitoring and Reporting Framework

Each KPI is integrated into the college's internal quality monitoring system and will be reviewed annually as part of the program-level and institutional self-evaluation reports. KPI performance data will inform strategic decisions at the management level and be communicated transparently to stakeholders through published quality reports, annual academic reports, and board meetings.

Performance that deviates significantly from targets will trigger corrective actions, supported by root cause analyses and stakeholder consultations. In line with ESG 1.9, this systematic approach ensures that the implementation of the strategic plan is dynamic, evidence-based, and adaptive.



Chapter 9: Annual Work Plan

The Annual Work Plan operationalizes the Strategic Implementation Review by translating long-term objectives into actionable yearly initiatives. For UBT College – Prizren Branch, this plan is critical to ensuring strategic alignment, institutional accountability, and accreditation readiness across all six accredited programs. The plan delineates key activities, responsible units, expected outcomes, and timelines for each year, with performance monitored through integrated QA mechanisms and reported in annual academic and institutional reviews.

The plan is structured across five strategic priority areas: (1) Academic Quality and Curriculum Development; (2) Student Experience and Employability; (3) Infrastructure and Resources; (4) Research and Innovation; and (5) Governance and Institutional Advancement.

Annual Work Plan – Year 1

Strategic Area	Action	Timeline	Responsible Units	Expected Outcomes
Academic Quality	Full review and update of syllabi across all programs	Q1–Q2	Program Directors, QA Office	100% syllabi updated to align with learning outcomes and ESG 1.2
Academic Quality	Initiate curriculum mapping and benchmarking with EU partner institutions	Q2–Q4	Academic Council, International Office	Comparative matrix for curriculum enhancement
Student Experience	Launch structured alumni engagement mechanism	Q1	Alumni Relations Office, Career Center	Active alumni database and feedback loop
Employability	Formalize internship agreements with regional employers	Q2	Career Center, Program Coordinators	10 new internship placements across 6 programs
Infrastructure	Upgrade at least 3 computer labs with new equipment	Q2–Q3	IT and Facilities	Minimum 30 new units installed and functional
Research	Organize inaugural UBT Prizren Research Day	Q4	Research Office, QA Office	Minimum 15 student/faculty presentations
Governance	Conduct QA training for all academic staff	Q1–Q2	QA Office, HR Department	100% participation and training certification issued

Annual Work Plan – Year 2

Strategic Area	Action	Timeline	Responsible Units	Expected Outcomes
Academic Quality	Launch two new elective modules in emerging fields	Q1	Academic Council, Program Boards	Modules approved and integrated into curriculum



Strategic Area	Action	Timeline	Responsible Units	Expected Outcomes
	(e.g., AI, sustainable development)			
Student Support	Establish digital platform for student services (counseling, mentoring, admin requests)	Q2	IT Department, Student Services	24/7 access to essential services
Infrastructure	Expand physical learning spaces by 20%	Q3–Q4	Facilities Office, Rectorate	Additional classrooms/labs
Research	Apply for 2 national or EU-funded research projects	Q1–Q4	Research and Grants Office	Submission of 2 complete proposals
Governance	Implement full cycle of internal program evaluation	Q3–Q4	QA Office, Program Coordinators	Evaluation reports finalized with action points

Annual Work Plan – Year 3

Strategic Area	Action	Timeline	Responsible Units	Expected Outcomes
Academic Quality	Review and revise all program learning outcomes (PLOs)	Q2	Academic Council, QA Office	PLOs aligned with ESG 1.3 and verified by stakeholders
Employability	Organize Career Fair with ≥20 employers	Q1	Career Center	150+ students participate; 10+ recruitment offers
Infrastructure	Transition to hybrid learning infrastructure (interactive boards, video conferencing)	Q2–Q4	IT, Facilities, Program Directors	Hybrid-ready classrooms for all study programs
Research	Launch mini-grant scheme for young researchers	Q1	Rectorate, Research Office	At least 5 grants awarded
Institutional Development	Annual strategy review and policy refinement process	Q4	Strategic Planning Office	Revised strategic objectives and implementation status report

Monitoring and Evaluation Mechanism

Each action is linked to KPIs outlined in Chapter 8, and progress will be monitored through quarterly implementation reports. The QA Office will compile and analyze data in collaboration with relevant departments and present it to the Academic Senate and Governing Board. Variances from target benchmarks will initiate corrective actions and resource reallocation, where appropriate. Annual self-assessment reports will integrate findings to inform ESG-compliant continuous improvement cycles.



Conclusion

This Strategy Implementation Review for the UBT College – Prizren Branch represents a comprehensive, structured, and quality-driven analysis built upon the principles of institutional strategic management and the European Standards and Guidelines for Quality Assurance in Higher Education (ESG 2015). The preparation process of this review was carried out in an interdisciplinary manner with the active participation of academic and administrative structures, based on internal data, external environmental analysis, industry assessments, and stakeholder consultations.

The content is organized into nine thematic chapters, each addressing a fundamental aspect of institutional management and development:

- **Chapter 1: Background and Mission of the Prizren Branch** describes the historical context, academic profile, and development orientation of the branch as an integral part of the UBT network. It emphasizes the branch's regional role and its mission's alignment with the socio-economic needs of Prizren and the broader region.
- **Chapter 2: External Environment** analyzed the demographic, economic, educational, and technological factors influencing the strategic development of the branch, supporting the identification of trends and challenges to be addressed.
- **Chapter 3: Industry Analysis** provided an assessment of the higher education market at national and regional levels, including institutional competitors and labor market demands for each of the academic fields offered at the Prizren branch.
- **Chapter 4: Strategic Objectives** presented the core development goals of the branch in line with its institutional mission and stakeholder expectations, with a focus on improving academic quality, increasing employability, developing research, and enhancing institutional governance.
- **Chapter 5: Action Plan** translated strategic objectives into measurable and feasible annual activities, clearly assigning responsibilities, timelines, and indicators for the effective implementation of the strategy.
- **Chapter 6: Risk Assessment** identified strategic, operational, financial, and human resource risks that may affect strategy implementation, along with proposed measures for mitigation and management.
- **Chapter 7: Financial Projections** outlined the income and expenditure forecasts for a three-year period, ensuring that strategic planning is supported by financial sustainability and rational resource allocation.
- **Chapter 8: Key Performance Indicators (KPIs)** established a clear monitoring and evaluation framework for strategic progress, based on measurable indicators related to academic quality, employability, infrastructure, research productivity, and institutional development.
- **Chapter 9: Annual Work Plan** detailed the year-by-year implementation plan, enabling systematic and coordinated action across all institutional levels in support of strategic execution.



This review demonstrates the professional and sustainable approach adopted by UBT College – Prizren Branch in building a performance-oriented higher education institution committed to continuous improvement and fully aligned with ESG 2015 principles, particularly:

- ESG 1.1 – Policy for Quality Assurance
- ESG 1.5 – Teaching and Learning Resources
- ESG 1.8 – Public Information
- ESG 1.9 – Monitoring and Periodic Review of Programs

Through this structured process of strategic assessment, UBT College – Prizren Branch reinforces its capacity to build a sustainable and competitive future for its students, academic staff, and the wider community it serves.