

Integrated Design (BA) - Main Campus - Reaccreditation

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<i>Name of the institution</i>	UBT College
<i>department/Department</i>	
<i>Main Campus or Branch</i>	Main Campus
<i>Name of the study program</i>	Integrated Design
<i>Person responsible</i>	Dr. Sci. Egzon Bajraktari
<i>Accreditation/Reaccreditation</i>	Reaccreditation
<i>NQF Qualification Level</i>	NQF Level 6
<i>Academic degree conferred</i>	BA in Integrated Design
<i>ECTS</i>	180
<i>Erasmus Code</i>	03.5
<i>Type of study</i>	Full-time
<i>Number of students</i>	300
<i>Minimum duration of study</i>	3 years

Key Information - EFQM Application

History (Key achievements including Good & Role Model practices)

UBT started back on 19 Oct 2004, after it was licensed by the Ministry of Education, Science and technology no. 808/02-1, date. 18.10.2004. The institution was built on the experience of the Institute of Enterprise Engineering and Management (IEME), which started in 2001. Both

Institutions have been founded by Dr. Edmond Hajrizi. The main proposition of the UBT is to support Resilience and Sustainable Development of Kosovo.

A number of well-educated economically disadvantaged so-called “second” and “third” world societies have recognised the potential of developing a knowledge economy from a low level of development.

It is readily apparent that similar opportunities exist for Kosovo, once socio-economic and political stability has been achieved.

All this suggests the need for further international KnowHow and Technology Transfer based on best practices for developed countries.

And this is the main reason for UBT start-up which is to develop and implement advanced management systems, which will support the resilience and sustainable development of an emerging economy.

UBT aims to implement an integrated strategy to establish itself as an internationally competitive, research-intensive Higher Education Institution, committed to the transfer of knowledge and the provision of a world-class education and service.

UBT will serve Kosovo and the region, by preparing leaders for the 21st century with a global outlook and the skills needed for educational, social, economic, political, environmental and cultural advancement.

The philosophy of the institution has been to offer competitive programs in applied education that would base teaching on labour market demands and international practices. UBT is demand-driven though it has also offered programs in mechatronics and robotics where it feels that it can contribute to Kosovo’s long-term economic and social development.

UBT is based in Prishtina, Kosovo at its campus in Prishtina. It has also recently started and completed the first phase of a new modern campus in the outskirts of Prishtina. UBT has also 4 regional centres around Kosovo to support the regional community.

UBT offers a range of programs at undergraduate and graduate level. The programs are operated within the following departments: Management, Business and Economics; Computer Science and Engineering; Information Systems; Law; Political Science; Communication and Media, Civil Engineering and Infrastructure; Architecture and Spatial Planning, Food Science and Technology , BA Nursing, Integrated Design, Integrated Studies in Stomatology and Integrated Studies in Pharmacy.

UBT is accredited by the Kosovo Accreditation Agency as a UBT College. The institution has undergone a number of external accreditation (both institutional and program) phases. The years and results of accreditation are listed below:

First Accreditation 2009: Management of Business and Economics (BSc.), Computer Science and Engineering (BSc. and MSc.), Mechatronics Management (BSc. and MSc.).

Second Accreditation and Re-accreditation 2010: Computer Science and Engineering (BSc.) specializing: Software and Systems Engineering; Database and Information Systems; Network and Telecommunications; Design and Multimedia; Mechatronic and Robotics), Computer Science and Engineering (MSc.), Mechatronics Management (BSc. and MSc.), Management of Business and Economics (BA) Specializing in: Finances, Banking and Accounting, Marketing and Sales, Management of Business and Economics (MA) Specializing in: Finances, Banking and Accounting, Marketing and Sales, Law LLB specializing in: public law, private law, international law, Information Systems (BSc.).

Third Accreditation and Re-accreditation 2011: Information Systems (BSc.), Law LLB, Management of Business and Economics (MA.), Architecture (BA).

Fourth Accreditation and Re-accreditation 2012: Management of Business and Economics Specializing in: Finances, Banking and Accounting, Marketing and Sales, Architecture.

Fifth Accreditation 2013: Media and Communication and Civil Engineering with Infrastructure and Institutional re-accreditation for the next 5 years.

Sixth Accreditation 2014: Public Policy and Management, Information Systems (Master) with different specialisation and Architecture and Spatial Planning (Master).

Seventh Accreditation 2015: LLM International and European Business Law program accredited

Eighth Accreditation 2016: Civil Engineering, Infrastructure and Construction BSc/MSc, MA Media and Communication, Food Science and Technology BSc, BA Nursing and BFA Integrated Design were accredited

Ninth Accreditation 2017: Integrated Studies in Stomatology and Integrated Studies in Pharmacy were accredited

LICENSE AND ACCREDITATION

- UBT Starts up at 2001 as Institute for Enterprise Management and Engineering (IEME)
- IEME - UBT is licensed by the Ministry of Education, Science and Technology in Higher Education Institution sector, since 2003.
- UBT is accredited at institutional and programme levels by the Kosovo Accreditation Agency, since beginning of their function
- UBT is accredited to offer Professional Education from National Qualification Authority
- UBT is certified according ISO 9001 (Quality Management Systems), since 2007

- UBT is certified with Recognized for Excellence, 4*, according EFQM Business Excellence, since 2014
- UBT is certified according ISO 17024 for Personal Certification with the current status of ISO 9001/2015 (IPC, Excellence, Accreditation, Licens-ing), Validation: 18.02.2017
- UBT is providing medical clinical services
- UBT is a Microsoft Imagine Academy, with more than 100 approved Microsoft curricula
- UBT is CERTIPORT recognised for Microsoft Office User Specialist, IC3*Internet Computing and Living Online), ADOBE, AUTODESK and QUICK BOOKS
- UBT is a certified CISCO Academy
- UBT Polyclinic

The Experts' Team (ET) Recommendations based its evaluation on the SER 2016 of UBT, the Site Visit made by the ET to the College on 16-17th May 2016 and the further information earned by the ET during the discussion with the colleagues of UBT

2.1. Academic Programme and Student Management	
Recommendations	UBT
<p><i>· The new programme scheme has been developed to address international requirements of the 3 years of BFA in Integrated Design. The programme should develop specific identity to become more recognisable at the local international market to attract more students from Pristina and the region.</i></p>	<p>A successful completion of studies allows for a variety of employment opportunities at the creative industries, in national or international companies that operate in the region; in both public and private sectors.</p> <p>UBT has become the biggest school of Integrated Design in the region providing education that reflect the demand in Kosovo as well as the region. The Integrated Design program at UBT aims to get closer to students therefore in addition to our main branch in Prishtina we already have branches in Ferizaj and Prizren. Promotion of quality education</p>

	<p>through participation in several Design events and through performance of alumni in the region and wider, is an indication of the growing radius of impact to the young generation of Design experts to choose UBT as their first choice for education in the field of Design.</p>
<p><i>· The study program BFA in Integrated Design should continue to process the curricula balancing theoretical and practical (50-50%) knowledge based on design studio work of the students</i></p>	<p>The BA in Integrated Design study program is conceived to be divided $\frac{1}{3}$ in lectures and presentations, $\frac{1}{3}$ in practical work and artwork/content creation, and $\frac{1}{3}$ in critiques, group discussions, and peer workshops.</p> <p>Our emphasis on practical and relevant industry knowledge is a key feature of our educational program. The study methods and requirements for course completion will always be specified in the course syllabi available to the students before the beginning of the course.</p>
<p><i>· Admission criteria including detailed method of evaluating the artistic skills of Students from other areas need to demonstrate prior work experience in design</i></p>	<p>As stated in the Standard 5.1. Students interested in joining the BA in Integrated Design program will have to undergo an admissions test which will be based on an interview and a portfolio of student works.</p>
<p><i>· Thesis/Capstone and other design studio/practical subjects should have 50% or more of the total ECTS</i></p>	<p>The usual student workload of theory versus practice has been implemented at 50/50 or 40/60</p> <p>The programme in itself has attracted both students and people already engaged in the labour market and the study choice seems to have been mainly oriented as a skills upgrading process. The programme emphasizes the importance of practical work both in terms of the share of hours dedicated to practical</p>

	<p>laboratory experience and its focus on an industry-based thesis and application. The programme includes a Capstone/Thesis component which aims to promote and generate industry-relevant research, knowledge and projects.</p>
<p>2.2. Staff</p>	
<p>Recommendations</p>	<p>UBT</p>
<p><i>UBT shall keep on developing human resources, even the regulations of nomination for full professorship in Kosovo doesn't allow to earn this title for educators employed in non-university level colleges for now. Participation in workshops, competitions and international mobility ensure the increasing academic quality of the staff and programme development.</i></p>	<p>The institution's aim is to build further the staff skills performance, to be able to sustain its financial incomes on projects based activities. Currently the largest number of Kosovo applications to Erasmus+ comes from UBT. Only in 2019, over 13 applications were made from the UBT (in partnerships and as coordinators). UBT also participates in various consulting and training activities in training and certifications programs by hundreds. List of international cooperation in research and teaching: Tempus, Erasmus Mundus, AEP, Seecel, and so on.</p>
<p><i>-Considering that the volume of BFA students will be increasing during the coming Years by teaching in Pristina up to 350 students till 2019/20, the plans for faculty members' teaching load should be monitored and used in staff planning</i></p>	<p>The Dean ensures that mechanisms for the allocation of workloads are approved and implemented in the department and are made available to the staff in accordance with department Council Workload Policy.</p> <p>The allocation of work must be made in consultation with the staff members and by taking into consideration that staff members skills and experience. The allocation of the work is usually divided into 40-30-30 percent; however it can, and does change accordingly depending on the staff position and experience within a research – teaching nexus.</p>

2.3. Research and International Cooperation	
Recommendations	UBT
<p><i>· Involve local professionals and decision makers at the beginning of the course to establish advanced, design oriented artistic atmosphere</i></p>	<p>Our Industry Board consists of industry leaders in various fields such as multimedia and film companies, fashion designers, shoe and accessory industry leaders, printing presses, graphic design firms, local tech start-ups and companies, print and online magazines, publishers.</p>
<p><i>· Connect research activities with actual topics of urban development, building investment and ITC technology through staff members who are already involved in the Industry. · Raise the attractiveness of the programme by hiring foreign visiting staff.</i></p>	<p>The academic council of the ID department recognizes research as:</p> <ul style="list-style-type: none"> - Publications in the indexed journals, books and book chapters; - Conference participations and publishing in the proceedings; - Summer Schools; - Guest invitations from Industry; - Exhibitions; -Fashion Shows; -Student competition awards in creative industries, etc. <p>As one of the leading research based Higher Education Institutions in Kosovo, UBT has a tradition of organizing Annual International Conferences in various fields The following lectures with the topics of Integrated Design were presented at 8th International UBT Conference in October 2020 (https://conferences.ubt-uni.net/2020/)</p> <p><i>“Solving Critical Sustainability Issues in Interior Design through Biomimicry” - Sebil Spat</i></p> <p><i>“Mass Produced Artworks: The Concept and History of Artist Books” - Sezgin Boynik & Artrit Bytyçi</i></p> <p><i>“Development of an Interdisciplinary Master’s Degree in City and Children</i></p>

	<p><i>Studies</i>”- Serkan Bayraktaroglu “Design Education: challenges and Opportunities resulting from Technological Developments”- Ylber Limani -“<i>The Impact of Covid-19 on the Creations of Fashion Designers</i>”- Ariana Gjoni -“<i>Fashion: Between Tradition and Innovation</i>”- Aferdita Statovci</p>
<p><i>· Raise the attractiveness of the programme by hiring foreign visiting staff.</i></p>	<p>UBT involves visiting speakers/ artists and designers of various creative fields regularly. On the past years we have invited speakers from the industry such as fashion designers: Mendime Gashi from London UK Nir Allon from Design Factory, Hamburg, Germany Visar Statovci- Waste Creative, London UK</p>
<p><i>Involve local professionals and decision makers at the maintenance of the course</i></p>	<p>Cooperation with local industry has been one of the UBT’s strengths, while departments across the UBT have established their partners in their study focus, where ID department have focused on the creative industry sector. -Kosovo Apparel Marketing Association- Prishtina, Kosova -Arta Tex-Prishtina, Kosova -Fashion Network- Prizren, Kosova -Solid- Shoe Factory- Suhareka, Kosova -Amam Studio- Video Sinteza, Prishtina, Kosova -IMD, Prishtina, Kosova -Pixels Production-Prishtina, Kosova</p>
<p>2.4. Finances and Infrastructure/Space and Equipment</p>	

<i>Recommendations</i>	<i>UBT</i>
<p><i>· Complete the library with books and journals in Art, Design Graphics, etc</i></p>	<p>UBT has an established library infrastructure for students, housing over 250,000 books, resources and services to support their learning and research. The Library has a wide range of new collections, services and facilities supporting the courses taught in our BA program including books, magazines, journals, online research, as well as more than 1,000 art and design books. The BA in Integrated Design works in close cooperation with the National Library of Kosovo which hosts a collection of over 12,000 books in their Contemporary Art and Design Collection. This special library, a donation from German institutions and private bibliophiles, consists of rare art catalogues on contemporary art, primarily of conceptual and post-conceptual art exhibitions, artist books, special books on design, and theoretical writings on art. Students enjoy access to online journals, libraries, and databases such as EBSCO Publishing; JSTOR, SpringerLINK etc.</p>
<p>2.5. Expert's Recommendations to KAA</p>	
<i>Recommendations</i>	<i>UBT</i>
<p><i>We recommend to establish space for students' independent work of Integrated Design at Lipjan campus and concentrate more on Design Studio work methods</i></p>	<p>The main campus is home to the BA in Integrated Design which will benefit from social space for students, Computer Labs, specialized studios and study spaces.</p> <ul style="list-style-type: none"> · Computer Labs · Study spaces · Fashion Studio and workshop · Photography Workshop. · Digital and Multimedia Lab.

	<ul style="list-style-type: none"> · Modeling Lab · Printmaking Studio.
<p><i>Cooperation with national and international universities in form of workshops, common projects can enhance students' activity and can raise quality of education.</i></p>	<p>The Institution continues to harness and capitalize on the expertise of teaching staff, but also fully recognizes such expertise in its further intensification of involvement with the community. Currently, the model applied at UBT EFQM is a 5-star one (https://www.ubt-uni.net/en/ubt-is-certified-and-awarded-with-the-five-star-excellence-award/) which shows EU-comparable appreciation for the UBT (consideration was given to Student Performance, Staff, Policies, Stakeholders, Community engagement, Environment, Infrastructure meeting environmental standards etc.)</p>

Mission, objectives and administration

Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.

The mission of the programme is to continue promoting best practices in the field of Design based on current demand in local and regional level. The Kosovo labour market demand for creative industry professionals has remained particularly high in recent years.

The Bachelor program in Integrated Design at UBT provides academic education in the respective fields. A foremost aim of the program is to offer a more advanced education for students coming from creative backgrounds, such as Design, Arts, Multimedia, Fashion Design, Industrial Design, Graphic Design or other related fields, enabling them to work effectively in a highly competitive national and international market environment. A successful completion of studies allows for a variety of employment opportunities at the creative industries, in national or international companies that operate in the region; in both public and private sectors.

UBT has become the biggest school of Integrated Design in the region providing education that reflect the demand in Kosovo as well as the region. The best indication of the quality education at UBT is the number of students which keeps growing every year.

The Integrated Design program at UBT aims to get closer to students therefore in addition to our main branch in Prishtina we already have branches in Ferizaj and Prizren. Promotion of quality education through participation in several Design events and through performance of alumni in the region and wider, is an indication of the growing radius of impact to the young generation of Design experts to choose UBT as their first choice for education in the field of Design.

The mission and the objectives of the Bachelor program in Integrated Design at the UBT are:

- to prepare graduate students to assume responsibilities in creative practice and in multi-disciplinary areas
- to provide them with comprehensive knowledge of the principles of intellectual and technical production in leading creative industries
- to help them realise their individual creative potentials in their respective study concentrations
- to develop investigative, critically reflective, and independent learning through their study, discussions, and practice of various fields of design through historical, theoretical, social, and cultural contexts
- to provide a supportive and inclusive environment for the acquisition of specialized skills as well as general knowledge necessary for the professionally responsible, independent, and collaborative practice in creative industries, postgraduate studies, as well as employment in cultural industries.

The programme of Integrated Design (UBT) Strategy is continually growing to a level of becoming a leader in higher education in the region, and in the case of the study program offered up until now resulted with higher rate of employment of our students before and after graduation and also the establishment of small scale of business start-ups founded by our students and/or alumni. Students and alumni are engaged in the public sector and together with private sectors remain a good potential to increase the quality of Design and influence a higher quality standards in the field of Fashion, Industrial, Graphic and Interior Design.

The interdisciplinary nature of this study program is prone to technological, social, economic and lifestyle changes. Hence, it is essential that the student is committed to lifelong learning in

Design. The program also includes courses needed to build on the students personal and productive competences that can help the students to transfer and contextualise their competencies to different working fields and environments.

Standard 1.2. Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.

BA program in Integrated Design will help prepare students with many essential skills for future employability and greatly contribute in filling the unemployment gap in Kosovo. More specifically, the administration of the BA program in Integrated Design is designed to prepare students academically and practically so that upon successful completion they should be able to have:

- The ability to solve design problems, including the skills of problem identification, research and information gathering, analysis, generation of alternative solutions, prototyping and user testing, and evaluation of outcomes.
- The ability to describe and respond to clients and contexts that design solutions must address, including recognition of the physical, cognitive, cultural, and social human factors that shape design decisions.
- The ability to create and develop visual form in response to design problems, including an understanding of principles of visual organization/composition and application.
- An understanding of tools, technologies, and materials, including their roles in the creation, production, and use of visual forms. This includes both traditional and digital media.
- Functional knowledge of design history, theory, and criticism, including an understanding of the similarities, differences, and relationships among the various design specializations.
- An understanding of basic business practices, including the ability to organize design projects and to work productively as a member of teams.
- Experiences that encourage familiarity with a broad variety of design work in various specializations and media.

During the development of this program, a major advising and expertise was given by prof. Miran Mohar and prof Sezgin Boynik.

Below is the list of the Universities that UBT has agreement with and curricula we have consulted in the process are listed below:

Country	University	Website	MOU signed	Duration of MOU
Germany	Design Factory	https://design-factory.de/	22.04.2019	21.04.2024
Italy	La Sapienza Universita di Roma	https://www.uniroma1.it/it/	18.06.2018	Open
Turkey	Mimar Sinan University	https://www.mgsu.edu.tr/	26.04.2013	Open
Kadir Has University	Kadir Has University	https://www.khas.edu.tr/en/department-and-departments		
Slovenia	AVA Academy of Visual Arts, Ljubana	https://www.ava.si/en/home/	10.05.2019	Open
Italy	Politecnico di Milano	https://www.polimi.it/en/	02.03.2017	Open
Turkey	Trakya	https://www-en.trakya.edu.tr/		
Germany	Anhalt University of Applied Science, Architecture – Faculty Management ,K	https://www.hs-anhalt.de/nc/en/study/orientation/study-guide/detail/architektur-bachelor-of-arts.html		

Standard 1.3. The study program has a well-defined overarching didactic and research concept.

The BA in Integrated Design study program is conceived to be divided $\frac{1}{3}$ in lectures and presentations, $\frac{1}{3}$ in practical work and artwork/content creation, and $\frac{1}{3}$ in critiques, group discussions, and peer workshops. Students participate in a range of teaching and learning strategies that are designed to encourage active learning: A variety of teaching methods employed across all departments offer possibilities for active learning. These include case-studies, project work, problem-based learning and simulated learning. Site visits, field trips, internships and practice placements are implemented as important features of the teaching and learning process. Opportunities for interactive learning are reinforced through project-based learning, case study analysis, visiting speakers and lecturers, guest artists, group work, and e-learning. The use of these teaching methods is enabled by a favorable teacher-student ratio and small classes. Our emphasis on practical and relevant industry knowledge is a key feature of our educational program. The study methods and requirements for course completion will always be specified in the course syllabi available to the students before the beginning of the course. Each course has a detailed syllabus, which is more detailed than the overall course program and will describe topics to be covered during the semester, such as: objectives, subject content for each week, organization of work, requirements for seminar and individual work, gives a list of required and recommended reading, sets of attendance, and specific assessment rules.

- **Lectures and Presentations** - The study methods applied by introductory subjects put a lot of emphasis on lectures, individual work or teamwork and discussions. Individual work is often an extensive reading or writing assignment. Core subjects are mostly practice-oriented and typically organized as laboratory-based courses that assume active participation in hands-on assignments and teamwork, involving both creative and research tasks. Individual work is typically research, analysis, testing or finishing a task or project started during the course
- **Practical Work and Content/Artwork Creation** - students will be engaged in creating and producing design and artwork in their relevant fields of study concentration. It is important to spend time in the lab where they will hone in and sharpen their practical skills. "Practice makes perfect," therefore we not only encourage but also require our students to spend as much time creating.

- **Critiques, Workshops, Group Discussions** - Working in small teams students engage in reviewing the projects of their peers, in this way improving their critical eye, collaborating with their colleagues, as well as reaping the benefits of learning from each-other. We believe that a good designer and artist are the ones who engage in self-evaluation, contribute to peer evaluation, as well as are open to receiving criticism from their professors. This way, they will not only be able to produce good art and design works, but be able to defend their chosen aesthetics. This will also serve to foster group collaborations and exchange of ideas.
- **BA Thesis Project** - students in collaboration with their mentors will work on producing their own individual creative project during the last semester. It could be research-based, or it could be concentration-specific art and/or design project that would culminate with either an end-product, an exhibition, a fashion show, a presentation, a publication, multimedia project, or any other study-relevant project previously agreed upon with the mentor.
- **Field trips and site visits** - by visiting Museums, Media companies, Art Galleries, Exhibition Spaces, industry leaders, factories, Conferences, fashion shows, Biennales, etc., students will be able to put their skills into a practical contextualize, as well as be up to date with the current trends, tastes, and cutting edge technology in the fields of design and art.
- **Research** - research in the field of Integrated Design also spans beyond traditional definitions of research, and therefore the following are also regarded as research activity and publications: creative works, exhibitions, group and solo shows, design events (such as Fashion Week, Design Week, Venice Biennale, etc), fashion shows, fashion exhibitions, participation in talks and panels and debates, art and product installations, multimedia presentations and works, film projects, criticism writing, books publications, magazine publications, industry journal publications, art and criticism publications, as well as literary journal publications.
- **Internships** - Students complete practical placement experience. Placements are provided in relevant fields such as fashion, product design, multimedia, interior and

graphic design, etc. By collaborating with our industry partners, upon graduation our students will have knowledge, a network of people, and practical skills to immediately start contributing to the economy.

- **E-Learning** - Information technologies will be used by students to access relevant journals and research materials. Also, e-learning will be employed in some of the courses to reap the benefits that come with educational technology.

Standard 1.4. There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.

The Regulation on Undergraduate Studies regulates the organisation and running of courses and academic studies. The volume of studies in BA in Integrated Design is 180 ECTS earned through theoretical and practical classes, independent work and practical exercise activities that are accomplished during the 3-year program (6 semesters). Studies are carried out in accordance with general principles applicable to the performance of the activities at the department, Regulations and Guidelines of the Academic Council, and the Statute of UBT (<https://www.ubt-uni.net/sq/ubt/misioni-dhe-vizioni/politikat-rregulloret/>). The teaching of courses during the studies of Integrated Design BA are held by academic staff and associates who have earned academic titles in the relevant fields of arts, design and sciences pursuant to the Law on Higher Education. Teaching is organised at the University facilities, UBT Design Labs, field trips and other relevant venues determined by the academic staff.

The Dean and Vice Dean for Teaching are responsible for the organisation, harmonisation and management of teaching courses at the department of Integrated Design. The Vice-Dean for Teaching chairs the Board of Subject Leaders and is responsible for the administration and implementation of the teaching process. The teaching rules and obligations, student learning, and other information related to support services are delineated in the department Regulation on Undergraduate/Graduate Studies (<https://www.ubt-uni.net/sq/ubt/misioni-dhe-vizioni/politikat-rregulloret/>). The Subject Leader is responsible for the organisation and carrying out courses relevant to the subject. The Subject Leaders are appointed on the basis of academic experience and merit and are judged to be suited for the given post during the foreseen mandate. The Subject Leaders are responsible for assuring the normal running of all types of teaching courses

carried out within the scope of the given subject as well as performing all necessary administrative tasks related to teaching courses in cooperation with Vice-Dean and the Dean. The Subject Leaders are also responsible for addressing problems related to teaching courses, proposing appropriate solutions, and recommending necessary textbooks and materials.

The base for the administration of studies is the Statute of the College and the Regulation for Undergraduate/Graduate Studies (<https://www.ubt-uni.net/sq/ubt/misioni-dhe-vizioni/politikat-rrregulloret/>). The curriculum is implemented by academic semesters and years. The beginning and the end of studies and dates for examination sessions will be fixed through the academic calendar. Changes in the organization of studies are made with decisions of the department Council/Academic Council. The academic calendar shall describe the study cycles by indicating specific dates, containing information on the beginning and end of studies, examination periods, deadlines for registration to courses and final papers/exams. The calendar will be approved each year by the Academic Council and will be published and communicated to staff and students. The academic year lasts 40 weeks and is divided into two semesters (both 15 weeks), two examination periods (in January and in June) and a New Year Holiday.

The ECTS are a value allocated to course units to describe the student workload required to complete them. They reflect the quantity of work each course requires in relation to the total quantity of work required to complete a full year of academic study at the institution that is, lectures, practical work, seminars, self-studies –in the library or at home – and examinations or other assessment activities. ECTS credits express a relative value. In ECTS, 60 credits represent the workload of a year of study; normally 30 credits are given for a semester. One ECTS credit is equivalent to 25 hours of students' workload. Credits are awarded only if the course has been completed and all required examinations have been successfully taken.

The students participating in ECTS will receive credits for all academic work, successfully carried out at any of partner institutions and they will be able to transfer these academic credits from one participating institution to another on the basis of the prior learning agreement. The learning agreement is based on the content of a study program abroad and concluded between the student and the home institution. If the student has successfully completed the study program previously agreed in the learning agreement and returns to the home institution, credit transfer will take place, and the student will continue her/his studies at the home institution without any loss of time or credit. ECTS also enables further study abroad. The

transcript of records is particularly useful in this context as it provides a history of the student's academic achievements.

The Vice-Dean for Teaching in cooperation with Subject Leaders determine the Plan and program for the academic year. The Plan and program is published in the relevant Guide for studies of Integrated Design for each year and posted on the department website and it shall be binding for all teachers, associates and students. The Academic Calendar for Winter and Summer Semester is determined each year and adopted by the department Council. The exact date of the beginning of each semester is determined based on the UBT Regulations and Guidelines of the Academic Council.

Attending courses is a basic prerequisite for earning ECTS credits and points related to obligations during the teaching process. Attendance logbook of a student at all types of courses is mandatory and it is maintained in accordance with the Rulebook on monitoring of courses at the department. The number of students for each course every study year is determined before commencement of the academic year according to the total number of enrolled students in each year of studies and in accordance with the accreditation criteria by the Kosovo Accreditation Agency. The number of students per lecture and seminar is between 15-25 students and between 8-10 students for workshops. Students may make up for the missed lectures in a way determined by the University regulations if the reason of non-attendance is justified and in case that no more than 30% of the classes is missed. The student who misses more than 30% of practical courses shall repeat the year of studies.

Teaching is carried out through lectures, seminars, case studies, consultations, mentorships, field work, in-class assessment, exams, production of the thesis project. Practical teaching is carried out through practicals, demonstration classes, teaching rounds, internships, work in the relevant design labs, professional training practicals and field work. It is the right and duty of students to attend all forms of teaching as prescribed by the provisions of the Regulations on the Undergraduate/Graduate Studies.

Standard 1.5. All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.

Teachers, associates, staff and students are obliged to comply with the provisions of the Code of Professional Ethics and Conduct at UBT. The basic ethical principles of the Code are freedom of thought and expression, collegiality, integrity, enjoying and respecting the rights, respecting the integrity and dignity of the person, autonomy of scientific and teaching work, equality and justice, academic honesty, professionalism, impartiality, prohibition of discrimination and harassment.

Members of the academic community are obliged to execute their obligations towards students, colleagues and employees professionally and in accordance with the principles of objectivity, impartiality and mutual respect. In cases of violation of Code of Professional Ethics and Conduct, the Dean may initiate proceedings before the department Sub-Committee on Ethics. Decisions made in the process of implementing the Code operate with their authority and may be the basis for the decision in accordance with Code of Professional Ethics and Conduct at UBT. Staff and students may appeal the decisions of the department Sub-Committee on Ethics before the UBT Ethics Committee which is the highest authority for addressing potential breaches of the Code of Professional Ethics and Conduct at UBT.

Standard 1.6. All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances.

The main activities include: providing Higher Education Institution studies, carrying out research and professional development, organising and implementing professional and research training of professionals, organising and implementing domestic and international courses to broaden the knowledge of students, professionals and other parties interested in the continuous professional development, publishing activities, organizing exhibitions, art shows, fashion shows, and other design and art related activities, research and professional development, providing expert opinions on professional matters.

The department is represented by the Dean who is elected for the term of four years by the Academic Council upon the advertised vacancy and on the basis of the previous experience.

The department Council is the principal academic body of the department. The role of the Council is set out in the UBT Statute. It is responsible for implementing academic policies and

overseeing academic performance of the department. It is authorized to adopt study programs, to propose departments of study, issue guidelines about study programs, curricula and authorize the award of scientific degrees. The Council meets at least twice per semester. The Dean is responsible for the academic and administrative management of the department. They are authorized to exercise academic and management affairs of the department, its resources, and projections. In implementing the policies and normative acts of the College, the Dean is assisted by the Vice-Dean. Subject to statutory limitations, they propose staff appointments, heads of departments and administrative offices. The Dean ex officio chairs the department Council. The full range of powers, nomination procedure and tenure are set out in UBT Statute.

The department Council has established a Quality Assurance Sub-Committee to review the development and implementation of quality assurance processes throughout the department. The main objective of the sub-Committee is to ensure that the policies, processes and procedures set down in the UBT Quality Manual are implemented. The Sub-Committee has five members – two members are proposed by the department Council, two members are proposed by the Dean and one member from the Student Union. The Quality Assurance Officer is responsible for administrative support to the Quality Assurance Sub-Committee. The proposed members of the Council are a mix of academic staff, research staff, administrative staff, students and industry practitioners.

The department Council has established an Ethics Sub-Committee. The newly established body is responsible for the implementation and promotion of responsible ethical code of conduct and diversity policy among staff and students on teaching, research, learning and management. The Committee is composed of five members: two members proposed by the department Council, two members are proposed by the Dean and one member by the Student Union. The body will be responsible to handle complaints against academic staff, administrative staff and students.

The department monitors developments both in the internal and external environment. Those developments pertain to the political/legal requirements, economic indicators, social indicators and technological readiness. With regard to the changes in the external environment, the department devotes particular attention to initiatives and developments in the context of EU Lisbon Strategy, the Bologna Group, the European Network of Information Centers, EU Directives on Regulated Professions and European Qualification Framework. With regard to

developments and best practices in quality assurance, the department regularly monitors the European Association of Quality Assurance in Higher Education. In relation to best practices in HE management, programmes, services and funding models it regularly monitors the developments in the European University Association (EUA). Best practices related to student and staff mobility it follows the developments in the EU Erasmus + Initiative. The department follows national trends and changes in the education legal framework, standards and administrative instructions and implements the UBT Guidelines on Academic Affairs, Research and Quality Assurance.

The Quality Assurance Sub-Committee has been tasked to monitor the performance and produce quality enhancement measures at the department level. The body implements a number of review and monitoring activities aimed at ensuring transparency in performance assessment and proposing changes to the quality assurance policy, structure, curriculum review, teaching, assessment, student support services, infrastructure and equipment and public information. The Sub-Committee, supported by the Quality Assurance Officer, produces the Annual Quality Report. It produces facts and figures using the Performance Assessment Scorecard. The Annual Narrative and Statistical Report is submitted to the department Council, Dean and UBT Quality Assurance Committee. The challenges noted in the report are discussed annually with the aim of producing an Improvement plan as part of the Annual Plan.

The department Performance Assessment Framework tracks the results and Key Performance Indicators that the organization has achieved in key outputs which contribute to the overall outcome of contributing to the society where the institution operates.

Performance Indicator 1.1. The Institution has set its key performance indicators (KPIs) at the level of the study program. The Data they provide is reviewed at least annually with overall performance reported to the decision making structures.

Key performance indicators are part of the overall strategy to monitor department progress and take the necessary measures to ensure sustainability, achievement and process orientation.

KPI includes:

- **Candidates** (Number of applicants, performance, attendance, improvisation degree, alumni success, career opportunities, etc.)

- **Teachers** (Staff performance, training, dedication, mobility, participation in scientific activities, etc.)
- **Infrastructure** (Laboratories and classrooms meet standards, reflection for improvement, etc.)
- **Networking** (With other universities, industries etc.)
- **Projects and partnerships** (measuring year-on-year achievements) etc.

All of the elements above are a benchmark for year-on-year improvements to the department performance monitoring process.

Performance Indicator 1.2. Systems are established for central recording and analysis of course completion, program progression, completion rates and program evaluations, with summaries and comparative data distributed automatically to senior administrators and relevant committees at least once each year.

UBT has a centralized registration system operating at central level. Data is distributed to staff who need their information or inputs. The SMIS (<https://www.ubt-uni.net/en/study/students/student-services/smis/>), UBT E-learning platform-Moodle (<https://www.ubt-uni.net/en/study/students/student-services/moodle/>) and other systems have facilitated access and internal communication.

UBT provides extensive IT resources for professors and candidates. At UBT, we use UBT E-learning platform-Moodle as a platform, where each course has its own site, where professors upload materials to candidates. This platform, in addition to direct emails, is used for grading, quizzes and advertisement for candidates. Also, the CV of the professors is published on the UBT E-learning platform-Moodle course page. In addition, UBT provides professors with other teaching resources such as whiteboards, flip charts, laptops and video projectors.

Performance Indicator 1.3. Policies and procedures include actions to be taken in addressing situations where standards of student achievement are inadequate or inconsistently assessed.

There are processes and procedures if such a situation occurs. Student performance is evaluated on an ongoing basis. The Integrated Design department evaluates student performance generally each semester and often for specific subjects when students face difficulties, so extra course hours or tutorials are provided as needed.

Performance Indicator 1.4. Statistical Data on indicators, including classroom distributions, progression and completion rates are retained in an accessible central database and regularly reviewed and reported in periodic program reports.

The SIMS system enables the review of student achievement and their progress. This system enables all student data to be reviewed for specific courses to collect information on their performance. In the meantime, student evaluations will also provide indicators on whether students have issues with specific courses. The professors' opinions are highly appreciated, so that all parameters are there to see if there are correlations and measures can be taken to improve the situation. Students may be offered additional hours of tutoring or assistance if needed. Usually a full report of student achievement is created each semester.

Performance Indicator 1.5. The concepts of gender justice and the promotion of equal opportunities for students in special situations such as, for example, students with health-related impairments, students with children, foreign students, students with an immigrant background and/or students from educationally disadvantaged families are put into practice at the level of the study program.

UBT policies provide studies and services to all students without discrimination on the grounds of gender, background, religion, disability or other health issues, and nationality. Promotion of and human values are of critical importance, so they apply at all levels of the institution.

SWOT analysis for the Mission, objectives and administration:

Strengths	Weaknesses
<ul style="list-style-type: none">• The program provides students with a learning environment that supports high quality, independent, and self-managed creative activities.• The program allows students to build skills in critical thinking and integration of complex information	<ul style="list-style-type: none">• Low proficiency in the spoken and written English among prospective students, which could impact the students' ability to keep up with the current developments in the creative design industry.

using a wide range of contemporary design practices.

- Our program strives to ensure students have the ability to communicate ideas and concepts through visual, written, and verbal means; furthermore, develop an understanding of concepts, discourses, methodologies, and audiences in relation to a wide range of contemporary art and design practices.
- Provide a platform from which graduates of the course can become professional and competent practitioners of fashion, graphic, product, and interior design, as well as other related areas by using the appropriate technology, processes, and problem-solving skills.
- Our BA in Integrated Design equips students with many transferable skills, so our graduates will be able to easily find employment. Furthermore, the modularity of our program, not only is individually tailored to each student's interests, but is also flexible enough to future-proof their profession to unforeseen industry changes in the future.
- UBT has a strong component of internationalization, thus will create great opportunities for the staff and

- Lack of formal teaching of academic essay writing in most schools across Kosovo poses further challenges, considering the students will have to write papers and express their thoughts and ideas through written assignments in some of the classes.
- Lack of specialized books, design journals, academic publications, and relevant literature in Albanian language.
- Limited number of Museums, Galleries, Exhibition Spaces, and art infrastructure in general may limit students' exposure to a diverse variety of ideas, concepts, art and design works, and media.
- Limited number of Libraries and Bookstores specializing in design.

<p>students of BA in Integrated Design to participate in different exchange programs in order to exchange experiences and knowledge.</p> <ul style="list-style-type: none"> ● UBT has already established Database with local and international employment agencies. ● The departmental/school autonomy in taking part in mission statement formulation and curriculum development is highly promoted and maintained. ● Each program is autonomous to manage the resources allocated for the implementation of its mission. ● Strong and active industrial boards in formulation/revision of program mission and curriculum development and implementation. 	
<p><i>Opportunities</i></p>	<p><i>Threats</i></p>
<ul style="list-style-type: none"> ● That on successful completion of this program, our future students will be able to develop methodologies to establish a personal standpoint that is informed and responsive to contemporary design practice. ● The students will be able to practice and produce works with a high standard of professionalism. ● Our program has established cooperation agreements with many industry leaders such as multimedia 	<ul style="list-style-type: none"> ● Lack of awareness about the prospective employment opportunities for Integrated Design graduates could lead to a hesitation among prospective students to study in this field. ● Slow economic development in Kosovo could impact students' post-graduation employment opportunities. ● Institutional and political instability which, from time-to-time, puts in difficulty the main public and

<p>and film companies, fashion designers, shoe and accessory industry leaders, printing presses, graphic design firms, local tech startups and companies, print and online magazines, publishers.</p> <ul style="list-style-type: none">● Integrated Design graduates will be able to demonstrate a creative approach to the generation of ideas and problem solving, in response to self-directed or externally initiated assignments.● They will be able to include critical thinking in analyzing, researching and problem solving personal and/or external design challenges.● Understand, manage, exploit, and evaluate the creative relationship between concept, practice, context, means of communication, and outcomes in their professional practice.● Many opportunities exist for the graduates of BA in Integrated Design, especially in the ever-expanding local and international creative industries such as fashion, graphic design, product and furniture design, interior design, various film and multimedia companies, gaming and app startups and firms, creative directors, fashion buyers, advertisement industry, branding,	<p>regulatory HE institutions in Kosovo.</p> <ul style="list-style-type: none">● The economic crisis after the pandemic changing the needs of education towards the online distribution of curricula.● Societal and student perception that education is solely a means to a job.● Focus of public expectations on numerical (quantitative) achievements in the implementation of program mission versus qualitative achievements.
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marketing, retail, teaching and education, etc.	
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Quality management

Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.

The main teams and individuals with responsibility for quality assurance at institutional level are: The Governing Body, President, Academic Council, Quality Assurance Committee, Quality Manager, Heads of Faculties and Departments, department Councils, Academic Staff and Students. The department Quality Assurance Manual is based on UBT Quality Manual. The department has a designated Quality Assurance Officer and Quality Assurance Sub-Committee that work in conjunction with UBT Quality Assurance Committee and Quality Manager. The department Quality Assurance Sub-Committee is composed of three members and includes a teaching staff representative, administrative staff representative and a student representative.

At the department level, the department Council is entrusted primarily with the role of protecting academic standards and making recommendations in relation to academic matters. It is primarily tasked with ensuring that academic policies relating to teaching and learning are consonantly applied across all programmes in tandem with ensuring the implementation of the academic regulations laid down in the Academic Council Regulations on Undergraduate/Graduate Study and Quality Assurance Manual. The Quality Assurance Sub-Committee regulates the academic and administrative service evaluation, quality improvement, preparation and supervision of the self-evaluation process, makes the necessary preparations for the external evaluation of UBT, identifies the situation and performance indicators, develops improvement activities and periodic monitoring and evaluation of the academic programme, student services, resources and stakeholder engagement policies.

The Dean takes responsibility for the overall delivery of a quality service to our stakeholders – students, staff and employers. He has the responsibility to ensure that academic quality assurance policies and procedures and their adherence, ensuring arrangements and resources are in place to support the academic quality assurance system, the recruitment and selection of

highly-skilled and qualified staff. The programme administrator and Officer for Student Support the Secretary General and Head of Student Support Services have the responsibility to ensure that their practice is delivered in accordance with the highest standards. Heads of Departments have the responsibility to ensure that the Guidelines of the department Council and Quality Sub-Committee are implemented in accordance with internal standards on teaching and learning.

Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.

The department approach to improvement is based on a continuous responsive process that seeks to improve the outcomes. The department identifies its stakeholders (students, staff, internal and external stakeholders), the key processes involved in the implementation of programs and services to students. The next step involves the evaluation of the performance against stated policies and objectives and identification of gaps and deficiencies. The final step involves a report and recommendations for an Improvement Plan for activities and policies that could be taken to address the identified challenges.

Standard 2.3. Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.

The department quality assurance is based on the ongoing review of practice, the experience of all staff involved in the implementation of QA policy, the management and administration of academic provision. The system also reflects more recent good practice initiatives within further and higher education, including developments at UBT institutional level, Guidelines from Academic Council, UBT Quality Assurance Committee and Quality Manager. The ongoing feedback from staff, students and external stakeholders, including external examiners and strategic partners, and the consideration of the output from the institutional and programmatic reviews' self-evaluations processes and feedback, has largely contributed to the development of the practice. The overall quality assurance policy and procedure is based on a recently updated UBT Quality Manual. The quality assurance processes are designed to enhance service and programme delivery and include: review of quality procedures, governance, teaching and research at the department, student admission, progression and graduation, staff selection,

recruitment and development, student support services, physical infrastructure and equipment and public information

Standard 2.4. Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.

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

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

Procedures for ongoing monitoring of programmes – the purpose of these procedures is to ensure that systematic processes exist and are managed in order to collect and analyse information supportive of the continuous improvement of the programmes, monitor student achievement in relation to stated learning outcomes of programmes and gauge the effectiveness of programme assessment mechanisms, create a quality culture within the College at both staff and student level such that stakeholders are aware of their roles and

responsibilities in relation to programme quality, support overarching periodic reviews of the institution and Faculties

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

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

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

Procedures for evaluating student services – these procedures cover the following services: library and information services, computing services, student support services, technical services, communications. The responsibility for quality assurance in student support services rests with Quality focal point at Student Services Office

Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.

Specific assurance procedures are implemented during the life cycle of our programmes to ensure the delivery of a superior and consistent product. These can be summarized under several interrelated steps:

- (1) Stakeholder engagement,
- (2) department Strategy and Plans,
- (3) department Management,
- (4) Teaching, Learning and Research,
- (5) department Human Resource Practice and Staff Development,
- (6) Public Information.

Findings in the Annual Quality Assurance Report are summarised into an Improvement Plan for subsequent year in the department Annual Plan

Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.

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

into account mitigating circumstances, assessment is consistent, fairly applied and a student's appeals procedure is in place.

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

Standard 2.7. Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.

Quality reviews include the consideration of management information on student workloads, progression and achievement. Furthermore, a survey is conducted systematically with graduates to collect data on the employment rates and their experiences. The improvement of the academic programs is based on the analyzed feedback, evaluations and indicator information. The Integrated Design department undertakes a regular periodic evaluation of the programme. This procedure is implemented as part of the accreditation process and is essential to ensure that the offer is catered to student needs and labor market.

Standard 2.8. The institution ensures that reports on the overall quality of the program are prepared periodically (eg. every three years) for consideration within the institution indicating its strengths and weaknesses.

The department undertakes a regular periodic evaluation of programmes once every three years. This procedure is implemented as part of the accreditation process and is essential to

ensure that the offer is catered to student needs and labour market. The evaluation process serves to review the programme learning outcomes, programme teaching and learning methodology, assessment and its courses. The evaluation process also reviews the programme outcomes, graduates and impact in the industry and community. The process is composed of: programme self-evaluation, programme strategy and proposed revisions document. The composition of the programme self-evaluation is regulated by Standard Operating Procedures and includes: The Dean, Chairs of Departments, two academic staff members, student representative, alumni representative, programme administrator, student services officer and industry representatives. The self-evaluation process may also include external experts.

Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.

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

Performance Indicator 2.1. Appropriate program evaluation mechanisms, including graduates' surveys, employment outcome Data, employer feedback and subsequent performance of graduates are used to provide evidence about the appropriateness of intended learning outcomes and the extent to which they are achieved

A quality assessment of the study program provision and student experience through a variety of qualitative and quantitative data help us ensure that the intended learning outcomes are achieved. UBT has continuously engaged in conducting graduate and employers' surveys in order to assess the suitability of the study programs to the employers' needs. To assure that the skills and competences of our graduates are matching the labor market demand, this feedback is utilised to develop and upgrade the existing curricula.

As part of the quality assurance process, the institution implements regular surveys with students, staff and stakeholders. The survey data is collected, stored and processed in the institutional database. Advanced Statistical analysis is performed to surface the main concerns,

trends, correlations and other descriptive variables. Student survey is intended to inform the institution on whether teachers are familiar with existing testing and examination methods and receive support in developing their skills, the criteria for and method of assessment are published in advance, the assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved, students are given feedback if necessary, where possible the assessment is carried out by more than one examiner, assessment takes into account mitigating circumstances, assessment is consistent, fairly applied and a student's appeals procedure is in place.

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

Performance Indicator 2.2, Reports are provided to program administrators on the delivery of each course and these include details if any planned content could not be dealt with and any difficulties found in using planned strategies. Appropriate adjustments are made in plans for teaching after consideration of course reports.

The reporting processes are very effective at UBT. Reports detailing the activities of each course upon delivery as well all the progress made towards implementation of the planned strategies are submitted to the respective department administrators. Appropriate procedures and policies take place to address potential deviations. Adjustments (when necessary) are made to ensure that the academic quality and standards are assured.

Performance Indicator 2.3. A comprehensive reassessment of the program is conducted at least once every five years. Policies and procedures for conducting this reassessment are published. Program review involves experienced people from relevant industries and professions, and experienced department from other institutions.

All study programs are reviewed periodically as part of a strategic review process. This includes the consideration of management information on the quality of learning and teaching as well as the feedback from external examiners. Recommendations from external specialists form an essential part of UBT's quality assurance and enhancement processes. The reassessment details are disseminated to stakeholders.

Performance Indicator 2.4. Students participate in the design and implementation of quality assurance processes.

Students at UBT engage actively in all the quality assurance processes through several channels. They are given the opportunity to give their opinion through evaluation questionnaires, involvement in annual and periodic review, while candidate representatives are part of decision-making mechanisms at the department.

SWOT Analysis for Quality Management:

Strengths	Weaknesses
<ul style="list-style-type: none"> ● A highly qualified and competent staff, equipped with the knowledge and experience in the creative industry teaching methods and qualifications, according to the academic requirements which provides a welcoming climate within the educational institution. ● A well-developed curriculum presented in the different subjects in the BA in Integrated Design program. ● In order to ensure the highest quality of teaching and program integrity in the BA in Integrated Design program there are institutional mechanisms in place to 	<ul style="list-style-type: none"> ● Learning outcomes self-assessment is a new concept and may lack self-criticism by professors in short-term; ● No ECTS procedures for voluntary activity. ● Not all students, graduates, staff, and industry representatives participate in surveys ● Students are not very responsive and disciplined in filling out the online assessment forms, which are a lot easier to collect data from and analyze to draw conclusions. ● On the other hand, students are very responsive to hard-copy evaluation forms, but which are a lot more difficult to extract data

<p>monitor and control its progress, with the purpose of constant increase in the quality of teaching.</p> <ul style="list-style-type: none"> ● A variety of academic services to ensure a high level of educational and academic processes by being supported with a long history and experience of international cooperation with other universities to exchange experience among lecturers and students. ● The level of the education is further elevated with the qualification and training opportunities offered in different subjects to the staff of the BA in Integrated Design. ● The infrastructure and the campus life offers comfortable conditions for the students, study process, and the interaction between students and the academic staff. 	<p>from and therefore more difficult and timely to analyze.</p>
<p><i>Opportunities</i></p>	<p><i>Threats</i></p>
<ul style="list-style-type: none"> ● Increasing awareness of academic personnel to perform detailed learning outcomes self-assessments followed by a quality improvement plan for the subjects they teach; ● Design surveys in that way that would extract weaknesses more objectively; ● Positively reinforce the behaviour of criticism in the filling of course surveys and program evaluation surveys; ● Include in the Quality Assurance 	<ul style="list-style-type: none"> ● A possible demographic crisis ● The competition among the higher education institutions to attract the highest number of students. ● Possible decrease of the quality of the students' knowledge and the lack of desire to attend the Higher Education Institution. ● Resistance by a part of academic personnel in short-term to perform constructive self-evaluation of their teaching

<p>system, the student hearings and summative assessment additional questionnaires.</p> <ul style="list-style-type: none"> ● The use of technology and services will develop the possibilities in the introduction of different courses and training to meet the market demands. A real support in achieving and revealing new opportunities is the development of communications and electronic documentation in order to create a professional network between students themselves. 	<p>and pedagogical skills and achievement of learning outcomes.</p> <ul style="list-style-type: none"> ● The social accountability part of the implementation of the mission of the program is a new concept and not fully embraced by all external stakeholders in Kosovo. ● The accreditation authority may be hesitant to continue curriculum improvement and revision with the opinions voiced by students. ● Students may hesitate to provide effective feedback in student hearings ● Lack of appropriate funding from state budget and financial difficulties of the private environment.
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Academic staff

Standard 3.1. Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.

The allocation of work must be made in consultation with the staff members and by taking into consideration that staff members skills and experience. The allocation of the work is usually divided into 40-30-30 percent; however it can, and does change accordingly depending on the staff position and experience within a research – teaching nexus. It also considers all aspects of teaching including: course coordination, lectures, tutorials, organisation and teaching of

performances and workshops, field trips, the organisation of practicums, marking loads and student supervision.

Below is the list of the staff:

No	Name and Surname	Academic Degree	Duration of Contract	Teaching Exams, Consultation %	Admin %	Research %
1	Ajhan Bajmaku	PhD	Tenure	40	30	30
2	Alban Muja	MA	Tenure	50	20	30
3	Arben Arifi	PhD	Tenure	40	30	30
4	Ardita Rizvanolli	Msc	Tenure	40	20	40
5	Aferdita Statovci	MA	Tenure	30	40	30
6	Albert Mustafa	Msc	Tenure	40	30	30
7	Arberesha Hoxha	Msc	Tenure	40	30	30
8	Ariana Gjoni	Msc	Tenure	40	30	30
9	Artrit Bytyçi	Msc	Tenure	40	30	30
10	Bashkim Shala	Msc	Tenure	40	20	40
11	Bekim Sele	PhD	Tenure	30	30	40
12	Bekim Retkoceri	MA	Tenure	40	30	30
13	Besa Jagxhiu	PhD	Tenure	30	30	40

14	Besnik Skenderi	Msc	Tenure	40	30	30
15	Blerta Retkoceri	Msc	Tenure	40	30	30
16	Burim Haxhi Berisha	MA	Tenure	40	40	20
17	Burim Gashi	Msc	Tenure	40	30	30
18	Cennet Lika	BA	Tenure	30	40	30
19	Drenusha Kryeziu	Msc	Tenure	30	40	30
20	Drilona Berisha	Msc	Tenure	40	30	30
21	Edmond Hajrizi	PhD	Tenure	40	30	30
22	Edmond Tafarshiku	Ing.	Tenure	40	30	30
23	Egzon Bajraktari	PhD	Tenure	30	40	30
24	Fariz Farizi	PhD	Tenure	40	30	30
25	Fatmir Azemi	Msc	Tenure	30	30	40
26	Fatmir Mustafa	MA	Tenure	30	30	40
27	Faton Spahiu	MA	Tenure	40	30	30
28	Fitore Isufi	MA	Tenure	30	40	30
29	Gazmend Ejupi	MA	Tenure	40	30	30
3	Gezim Radoniqi	Msc	Tenure	30	30	40

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31	Hamez Rama	PhD	Tenure	40	30	30
32	Jakup Ferri	MA	Tenure	40	40	20
33	Luan Mulaku	PhD	Tenure	40	30	30
34	Milot Gusia	Msc	Tenure	40	20	40
35	Sanelina Sadiki- Xhota	Msc	Tenure	40	30	30
36	Sebil Spat	Msc	Tenure	40	30	30
37	Sezgin Boynik	PhD	Tenure	40	20	40
38	Visar Isufi	Bsc	Tenure	40	30	30
39	Vlera Bytyqi Ejupi	PhD	Tenure	30	30	40
40	Ylber Limani	PhD	Tenure	40	20	40

Below is the list of visiting Academic Staff:

N o	Name and Surname	Academic Degree
1.	Serkan Bayraktaroglu	PhD
2.	Pinar Birim	MA
3.	Mendime Gashi	MA

Standard 3.2. The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.

The programme, curriculum and workload allocation takes into account the provisions of the Administrative Instruction on Accreditation and rules pertaining to full-time/part time staff. The programme is in full conformity with the standard. The staff engaged in the programme includes staff that have previously been certified by the Kosovo Accreditation Agency.

Standard 3.3. Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity.

The programme teaching staff is mainly full-time. The list has been verified with the e-Accreditation System operated by the Kosovo Accreditation Agency.

Standard 3.4. At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.

All staff are full time Academic staff at UBT college, and they cover all classes. For this specific program we have 38 full time academic staff that cover 100% of staff needed and they cover 100% of classes.

Standard 3.5. For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.

The department has met the minimum requirements specified in the Administrative Instruction on Accreditation. The list of staff, their employment status and their qualifications have been approved by the National Quality Council.

N	Staff Member: Name and	Qualification	Ects
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o	Surname		
1	Milot Gusia	Msc	60
2	Sebil Spat	Msc	60
3	Ariana Gjoni	Msc	60
4	Drenusha Kryeziu	Msc	
5	Gëzim Radoniqi	Msc	
6	Albert Mustafa	Msc	
7	Fatmir Mustafa	MA	
8	Arberesha Hoxha	Msc	
TOTAL			180

Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.

The Staff development plan at the department of BA in Integrated Design has several key objectives:

- (a) to provide a framework for allowing appropriate development opportunities that are designed to improve the knowledge, skills and behaviours of staff which will enhance personal growth and effectiveness of individuals, teams and the organisation in the pursuit of excellence in all of its activities and strategies;
- (b) to facilitate the process of change;
- (c) to promote a developmental ethos;
- (d) to outline various staff development support plans for each institutional strategy;
- (e) to embed all staff development activity into the institutions' academic calendar. Staff development is an integral part of the department strategic planning process.

The priorities that emerged from the consultation of senior members of staff within the institution are: supporting the professional development of those in management roles within the institution - all newly appointed to a management role are given appropriate levels of support when undertaking a management / leadership role, supporting managers in addressing performance issues, supporting staff in the professional development of lecturers and researchers, supporting e-learning activity, supporting staff in technology and knowledge transfer - there is a need to support staff in all their activities in relation to technology and

knowledge transfer. During the previous year the staff development component was focused on providing effective pedagogical skills and training at IDEAA Institute of UBT – Institute for Development of Education and Academic Affairs. Pedagogical skills training for the department has focused on the following topics: student-centred learning, curriculum design, writing learning outcomes, lesson planning, design and delivery, group learning, problem based and project based learning, E-learning, Assessment and integrating key skills into the curriculum.

Standard 3.7. The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.

The Dean ensures that mechanisms for the allocation of workloads are approved and implemented in the department and are made available to the staff in accordance with department Council Workload Policy. The overall individual workload allocation adheres to the following principles:

- (1) The mechanism is comprehensive, transparent, takes account of work requirements and contributes to the efficient and effective application of resources,
- (2) The requirement to undertake research is a career expectation and over time will be balanced as appropriate with the other obligations of academic staff including significant administrative responsibilities,
- (3) Deans allocate teaching and other responsibilities in the light of the research record of academic staff,
- (4) the workload is equitable, reasonable and safe.

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

Standard 3.8. Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.

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

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

Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.

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

evaluating and implementing appropriate selection, appointment and recruitment procedures. Another dimension is providing effective pedagogical skills and training at IDEAA Institute of UBT – Institute for Development of Education and Academic Affairs. Pedagogical skills training for the department has focused on the following topics: student-centered learning, curriculum design, writing learning outcomes, lesson planning, design and delivery, group learning, problem based and project-based learning, E-learning, Assessment and integrating key skills into the curriculum.

Standard 3.10. Teachers retired at the age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.

The academic staff who contribute to the teaching process at UBT are experienced staff who have completed PhD and Master/ Postgraduate studies abroad. This is a positive indicator of meeting demands of UBT, to increase the range of specializations with field professionals. At ID we currently do not have academic staff who have retired, but given that the law allows for the recruitment of academic staff even after part-time retirement, this is an added value for our institution, as such commitments will enable us to have dedicated visiting staff to share practical experience with our students. Academic staff retire at age 65, but with the possibility of part-time employment even after retirement up to age 70.

Performance Indicator 3.1. Teaching staff are encouraged to develop strategies for the improvement of their own teaching and maintain a portfolio of evidence of evaluations and strategies for improvement.

The Quality Office, in coordination with the Institute for the Development of Education and Academic Affairs (IDEAA <http://ideaa.ubt-uni.net/en/home/>), has an important role in control, monitoring and development. They encourage and monitor the development of certain strategies to improve teaching methods. The recommendation of this office is based on:

- a) Structure for developing critical thinking in curriculum development;
- b) Reading, writing and discussing in each subject;
- c) Team learning;
- d) Teaching and assessment planning, etc.
- e) Consider all stakeholder inputs (personnel, candidates, industry, experts, public body, agencies, relevant stakeholder influence);
- f) Academic staff development.

Also, at the beginning of each academic year, each academic staff is required to re-evaluate the syllabus of the subject he/she teaches. They are allowed to update the syllabus up to 30% in order to follow trends in the specific areas they teach.

Performance Indicator 3.2. Training programs in teaching skills are provided for both new and continuing teaching staff, including those with part time teaching responsibilities; these include effective use of new and emerging technology.

Teaching skills training programs are mainly geared towards developing quality as well as other functional competencies of academic and non-academic staff that can lead to comprehensive improvement of the institution. For this reason, projects acquired within the UBT College offer staff mobility, training, and individual capacity building workshops.

Performance Indicator 3.3. The extent to which teaching staff are involved in professional development to improve their quality of teaching is being monitored.

The teaching staff is involved to a considerable extent in professional development for quality improvement. The process of improving the quality of teaching is monitored in several ways. One of the forms is the evaluation of the teachers' performance through the questionnaires from the candidates, on the basis of which the main factors in determining the quality are determined. Also, within this category is the monitoring of the teaching process by the quality office, the evaluation of the published materials and their comparison by teachers in the same field.

Performance Indicator 3.4. The results of the academic staff evaluation are taken into account for promotion purposes and renewal of contracts.

The results of the evaluation, the academic staff, the candidates and the management are taken into account for the purpose of promoting and extending the contract. Individual evaluation of academic work and research is also taken into account in professional evaluation and professional development.

SWOT analysis for academic staff:

Strengths	Weaknesses
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- The academic staff of BA in Integrated Design is a highly qualified one with PHD and Masters degrees in subjects such as Product Design, History of Arts, Cultural Studies with focus on Film Studies. Other academic staff hold Bachelor of Fine Arts degrees in fields such as Fashion, Graphic Design, Creative Writing, Multimedia, Architecture, Art and Space, Fine Arts.
- Each course is run by a specialized staff member.
- Responsive, collegial approach of academic staff.
- Very loyal academic staff to the implementation of UBT's mission and vision.
- Automatic renewal of contracts for academic staff every three years.
- A stimulating environment for academic and professional development.
- Interdisciplinary academic staff who are flexible to teach a variety of specific Integrated Design courses, as well as provide a diverse palette of subjects that would provide a student with a cross-pollination of different ideas, concepts, and approaches.
- The modular nature of the program allows academic staff to make the appropriate adjustments in the topics covered based on the

- The balance between lectures, labs, administrative duties, research, attending conferences and symposia, work-related travel, and one-on-one consults with the students, could pose time-management challenges.
- Administrative paperwork requirements might take away valuable time resources from the academic staff.
- Some professors might have trouble delegating responsibilities to their assistants because of the nature of their courses or research projects, therefore again influencing the time management aspects.
- Lack of Best Professor's Award.
- Lack of mandatory clause in the contract, which makes virtual reality learning an obligation, in the courses where applicable by advanced EON Virtual reality technology implemented by UBT.
- As research output is quantified in Regulation on Award of Academic Titles and Promotion, the educational (pedagogical) contribution is not clearly quantified.

students' interests

- The modular nature of the program also allows academic staff to cooperate with their colleagues as well as
- Positive climate between the staff is an indicator of the high morale among employees; the quality of, and collaboration among the colleagues and other members of the Higher Education Institution staff contributes to the feeling of safety and well-being.
- In regards to the economic force in the community, the UBT has the highest rate of employment in Kosovo, so the University's impact on the local economy is considerable, including direct and indirect employment, taxes, spending, and community service.
- Small department-student ratio and the personal attention that students receive.
- There is a strong administrative support of academic programs and student services, which contributes to an increase of educational quality. This strong administrative support enhances the success of the program, as well as strong international partnerships and interest in study abroad opportunities.

<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> ● Partnerships which present opportunities for new perspectives, programs, and partnerships. ● A modern campus with modern facilities and studios to give the possibility of performing different tasks and research. ● The support given on research studies and publications presents opportunities for growth and development. ● Opportunities for the academic staff to cooperate, and advance in their respected fields of study, with Institutional partners in various creative industries. ● Develop a hiring and promotion HR system to attract more full professors from the state University and from the region and abroad. ● With foreign partner institutions of UBT, increase the number of full-time professors with various ethnic backgrounds residing in Kosovo. ● Creating a positive reinforcement culture for the staff that is self-critical in the drafting of Individual Development Plans. ● Increase the qualitative data in evaluating academic staff. ● Introduction in the HR system the Best Professor Award. 	<ul style="list-style-type: none"> ● A continuing reduction of state support is one of the ever present threats in the fields of higher education. Another one has to do with the changes in State Public Policy. ● The competition from nearby community colleges and other higher education institutions in Kosovo who recruit from the same student pool. ● Threat of the uncertain economy ● Competitive jobs and wages from the private and public sector which could siphon off qualified academic staff ● The recognition of foreign diplomas process, regulation of residency and working permit takes time in Kosovo due to bureaucracy issues for foreign professors. ● Economic considerations for full time tenured foreign academic staff to pursue staff diversity.

<ul style="list-style-type: none"> • Train professors in virtual reality teaching in the first phase and then introduce a clause in the contract to make the virtual reality teaching a must. 	
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Educational process content

Standard 4.1. The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students’ personality.

BA in Integrated Design is a three-year program. It consists of 180 ECTS credits, spanning throughout six semesters. BA in Integrated Design program will provide a diverse palette of fields and interests consisting of 4 various study concentrations: Graphic Design, Fashion Design, Product Design, and Interior Design. The core philosophy of our program is the interdisciplinary nature between these relevant fields of study, where we believe that students will greatly benefit from the cross-pollination of ideas, coming from exposure to as many different fields and topics of design. Even though students choose a concentration in their field of study, they are encouraged to pick and study other fields that would increase their exposure to as many different topics and ideas, that would benefit their design practice. Each semester students are expected to complete a total of 30 ECTS credits.

Curriculum Overview

The overview of the programme, should be filled out as following:

No.	M/E	Subjects	L	E	ECTS	Lecturer
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		YEAR 1 Semester 1				
	C	Design History and Aesthetics	2	3	6	Arben Arifi
	C	Design Methods and Instruments	2	2	5	Ajhan Bajmaku
	C	Design Materials	2	1	4	Burim Haxhi Berisha
	C	Fine Arts I (Introduction)	2	2	5	Alban Muja
	C	Introduction to Academic/Creative Writing	2	1	4	Fariz Farizi
6	C	Design Studio 1: Drawing, Imaging and Visualisation	2	3	6	Fitore Isufi
		YEAR 1, SEMESTER 2				
7	C	Fine Arts 2 (Theory and Practice)	2	2	5	Fatmir Mustafa
8	C	Design Studio 2: Ideation and Modelling	2	3	6	Drenusha Kryeziu
9	C	Design Structures and Engineering	2	2	5	Ajhan Bajmaku

	C	Phenomenology of Contemporary Arts	2	1	4	Sezgin Boynik
	C	Foundations of Computing	2	2	5	Besnik Skenderi
	C	Economics and Engineering Management	2	2	5	Ylber Limani
		Year 2 SEMESTER 3				
	C	Computer Aided Design CAD	2	1	4	Edmond Tafarshiku
	C	Design Studio III: Concept Design	2	3	6	Bekim Retkoceri
	C	Fundamentals of Interior Design	2	2	5	Sebil Spat
	C	Fundamentals of Product Design	2	2	5	Sanelina Sadiki- Xhota Serkan Bayraktaroglu
	C	Fundamentals of Textile and Fashion Design	2	2	5	Aferdita Statovci Cennet Lika
	C	Fundamentals of Graphic/ Communication Design	2	2	5	Arberesha Hoxha
		YEAR 2, SEMESTER 4				

	C	Design Strategy and Management	2	1	4	Milot Gusia
	C	Design Communication	2	1	4	Arberesha Hoxha
	C	Manufacturing and Production Technology	2	2	5	Fatmir Azemi
	C	Marketing and Marketing Tools	2	1	4	Bekim Sele
	C	Design Studio IV/ Interior -Interior -Graphic -Fashion and Textile -Product (the students will follow lectures at their chosen specialization only)	2	3	6	Ajhan Bajmaku Milot Gusia Ariana Gjoni Bekim Retkoceri
	C	Design Research Methods	2	1	4	Jakup Ferri
		Year 3 SEMESTER 5				
	C	Concentration 1: Graphic and Communications Design:				
		-Branding and Advertising	2	3	6	Gezim Radoniqi
		-Desktop Publishing	2	2	5	Milot Gusia
		-Multimedia Design	2	3	6	Bekim Sele
		-Computer Animation	2	2	5	Visar Isufi
		-Information Design	2	2	5	Arberesha Hoxha

	C	Concentration 2: Product Design				
		-Product Design Process	2	3	6	Sanelina Sadiki-xhota
		-Advanced Product Design Technology	2	3	6	Fatmir Azemi
		-Furniture Design	2	2	5	Sebil Spat
		-Jewellery and Accessories Design	2	2	5	Ariana Gjoni
		-Shoe Design	2	2	5	Fitore Isufi
	C	Concentration 3: Textile and Fashion Design				
		-Textile Technology	2	3	6	Aferdita Statovci
		-Draping Techniques	2	3	6	Ariana Gjoni
		-Tailoring Techniques for Fabric and Leather	2	2	5	Ardita Rizvanolli
		-CAD for Fashion Design	2	1	5	Gezim Radoniqi
		-Accessory Design	2	2	5	Ariana Gjoni
		-Visual Merchandising	2	1	4	Artrit Bytyci
	C	Concentration 4: Interior Design				
		-Construction Materials and Technology	2	2	5	Albert Mustafa
		-Anthropology	2	1	4	Sezgin Boynik
		-Design of Furniture Products	2	1	4	Sebil Spat
		-Interior Architecture Evolution	2	2	5	Ajhan Bajmaku
		-Semiotics and Aesthetics	2	2	5	Bekim Sele
		-Lighting Systems	2	1	4	Bashkim Shala
		SEMESTER 6				

	C	Project Management	2	3	4	Hamez Rama
	C	Entrepreneurship and Innovation	2	1	4	Ylber Limani
	C	Design Studio V: -Interior Design -Graphic Design -Fashion and Textile Design -Product Design (Core subject for the chosen students concentration)	3	3	7	Ajhan Bajmaku Milot Gusija Afrdita Statovci Fitore Isufii
	C	Internship	-	-	3	Gazmend Ejupi
	C	Bachelor Thesis/ Capstone			12	

Electives						
			Hours			Lecturer
No.	E	Subject	L	E	ECTS	
	E	Foreign Language 1 (English)	2	0	3	Vlera Bytyqi Ejupi
	E	Mathematics for Design (Descriptive Geometry for Enterier Design specialization)	1	1	3	Besa Jagxhiu
	E	Visualisation Techniques	1	2	3	Artrit `Bytyci
	E	Typography	2	0	3	Arberesha Hoxha
	E	Information Systems	2	0	3	Luan Mulaku
	E	Ergonomics	1	2	3	Ajhan Bajmaku
	E	Architecture and	1	2	3	Sanelina Sadiki-

		Construction				Xhota
	E	Law and Patents	2	0	3	
	E	Introduction to Styling for Fashion	1	2	3	Ariana Gjoni
	E	Introduction to Fashion Forecasting	1	2	3	Aferdita Statovci
	E	Mechanical Engineering	1	2	3	Fatmir Azemi
	E	Ecspermental Design (specific to Concentration	0	2	3	Jakup Ferri
	E	Sustainable Design	2	1	3	Albert Mustafa
	E	Collaborative Design	1	2	3	Fatmir Mustafa
	E	Design Engineering	2	0	3	Luan Mulaku
	E	Modelling and Simulation			3	Gezim Radoniqi
	E	Crafts and Embroidery for Fashion	0	2	3	Ardita Rizvanolli
	E	Corsetry	0	2	3	Ariana Gjoni
	E	Professional Developments Seminar	2	0	3	Hamez Rama

-In semester 4 students will follow 4 Core subjects and then each will follow Design Studio IV in their chosen concentration. Also they will choose one elective from the list titled Elective 1.

-In semester 5 students will follow lectures on their chosen concentration only, and will choose one elective from the list titled Elective 2.

Standard 4.2. The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.

The study methods and requirements for course completion will always be specified in the course syllabus available to the students before the course starts. Each course has a detailed syllabus, which is more detailed than a course programme and describes topics to be covered during the course – objectives, subject content for each week, organization of work, requirements for seminar and individual work, gives a list of required and recommended reading and sets of attendance and specific assessment rules. The study methods applied by introductory subjects put a lot of emphasis on lectures, individual work or teamwork and discussions. Individual work is often an extensive reading, writing or presentation assignment. Core subjects are mostly practice-oriented and typically organized as laboratory-based courses that assume active participation in hands-on assignments and teamwork, involving both creative and research tasks. Individual work is typically research, analysis, testing or finishing a task or project started during the course

These include case-studies, project work, problem-based learning and simulated learning. Site visits and practice placements are important features of the teaching and learning process. Opportunities for interactive learning are reinforced through project-based learning, case study analysis, visiting speakers, group work and e-learning. The use of these teaching methods is enabled by a favourable teacher-student ratio and small classes. Our emphasis on practical and relevant industry knowledge is a key feature of educational programs

Standard 4.3. The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.

Demonstrate an approach to design based on exploration, experimentation, problem solving, and invention.

Demonstrate an analytical and creative understanding of the relationship between the technical and conceptual aspects of media and their use.

Demonstrate a well thought-out and coherent approach to the gathering, organisation, use, and critical evaluation of relevant research materials, to effectively contextualise their work, as well as the work of their peers.

Demonstrate the ability to deploy the creative, practical, and professional skills necessary to responsibly, independently and collaboratively work in complex design, creative, and cultural industries.

Effectively communicate information, ideas, and proposals visually, orally, and through writing.

Produce a body of self-generated, informed work, which substantially demonstrates a critical and contextual understanding of design practice.

Apply knowledge with critical thinking skills: Students should be able to use critical thinking to evaluate and interpret evidence, and to apply concepts, theories, and research findings to individual, social, and cultural issues.

Effectively Communicate both verbally and in writing — this includes the ability to interact, provide feedback, and write reports.

Engage in independent learning and continuous professional development.

Standard 4.4. The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.

The minimum guidelines for syllabus content are determined by the department Council. The minimum requirements that subject leaders have to abide by include a short description of the course aims and objectives, learning outcomes, course lecture and practice plan, course teaching and learning methods, course ECTS workload and its distribution, course assessment methods, course resource requirements and literature

Standard 4.5. If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.

Not applicable

Standard 4.6. The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.

Students receive an induction session prior to the commencement of each academic year. The Dean delivers the induction session and the student handbook is distributed at this session. Students receive general and programme specific information at this session including the expected programme learning outcome, educational content, timetable, the assessment schedule, and overview of the subjects being delivered that semester as well as the teaching and learning strategies. The student handbook is essentially a written copy of the information communicated at induction, and is provided to the student through the Student Portal and department homepage. The student receives information on, inter alia, the programme itself, assessment specifications, department facilities, the assessment regulations, available student supports, code of conduct, student complaint and disciplinary procedures, deferral information, and other such important information.

Standard 4.7. Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students.

The traditional model of education in Kosovo was teacher-based. However, recent years have witnessed a gradual departure from the traditional model towards student-focused models. This development in education philosophy emphasizes learning as a process of active inquiry. In developing an overarching didactic concept, the College has adopted a Competency Based Approach in curriculum development. Programme Learning Outcomes guide the teaching, learning and assessment methods. A variety of teaching methods employed across all departments offer possibilities for active learning. These include case-studies, project work, problem-based learning and simulated learning. Site visits such as museums, galleries, fashion shows, etc, and practice placements are important features of the teaching and learning process. Opportunities for interactive learning are reinforced through project-based learning, case study analysis, visiting speakers, group work and e-learning. The use of these teaching methods is enabled by a favourable teacher-student ratio and small classes. Our emphasis on practical and relevant industry knowledge is a key feature of educational programs.

The study methods and requirements for course completion will always be specified in the course syllabus available to the students before the course starts. Each course has a detailed syllabus, which is more detailed than a course programme and describes topics to be covered during the course – objectives, subject content for each week, organization of work, requirements for seminar and individual work, gives a list of required and recommended reading and sets of attendance and specific assessment rules. The study methods applied by introductory subjects put a lot of emphasis on lectures, individual work or teamwork and discussions. Individual work is often an extensive reading or writing assignment. Core subjects are mostly practice-oriented and typically organized as laboratory-based courses that assume active participation in hands-on assignments and teamwork, involving both creative and research tasks. Individual work is typically research, analysis, testing or finishing a task or project started during the course

Standard 4.8. Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.

Student’s knowledge is being assessed continually during the coursework and at the end of each course, as stipulated in Student Rulebook. Final grade is representing a numerical or descriptive expression specifying the level to which the student has mastered the knowledge and skills set by the program proposed for the given subject and sum of all credit points achieved during lectures at examination.

Mark	Requirement	Points	ECTS
10	Student whose knowledge and skills meet or exceed all the requirements for further successful attendance of courses or practicing the profession	91-100	A
9	Student whose knowledge and skills meet all the requirements for further successful attendance of courses or practicing the profession	81-90	B
8	Student whose knowledge and skills meet almost all the requirements for further successful attendance of courses or practicing the profession	71-80	C

7	Student whose knowledge and skills meet most of the requirements for further successful attendance of courses or practicing the profession	61-70	D
6	Student whose knowledge and skills satisfy minimal requirements for further successful attendance of courses or practicing the profession	51-60	E
5	Student whose knowledge and skills as set under item 1 herein above do not satisfy minimal requirements for further successful attendance of courses or practicing the profession and did not achieve minimal requirements	0-50	F

Standard 4.9. Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison with other study programs at highly regarded institutions.

Examination documents include: examination register, application, list of students taking the examination in the given examination period, examination report, students logbook, student files containing information on students' re-examination activities and final grades earned during these activities. The Examination Log and applications are administered using the Student Management Information System (SMIS <https://www.ubt-uni.net/en/study/students/student-services/smis/>). The documents related to student exam application and examination results are kept indefinitely while colloquium documents are stored for three years.

The student is entitled to accept a passing grade announced by the teacher and the decision is final and cannot be changed. In cases that the student does not accept the passing grade has no objection to the examination procedure, the student may apply through a written request within 48 hours to the subject leader to annul the examination. The student may annul through written requests the passing grade from the same subject maximum three times. Teachers and students are obliged to behave during the examination process in accordance with academic principles and UBT Code of Ethics. Teachers are in particular obliged to respect the personal integrity of the students. Violating academic norms of behaviour shall be a base for initiation of the proceedings before the department Ethics Sub-Committee. During the examination process the student is obliged to conduct him/himself in accordance with the established rules of

conduct. Students misconducted according to the Rulebook are considered every act of unauthorised aid by the student during the examination process, carrying of mobile phones and other electronic communication, violation of the integrity of the teacher and invigilators and entering the examination process under false identity.

The student can object to the grade awarded if he/she considers that the examination is not carried out in accordance with the Regulations and UBT Statute. The objection is submitted to the Vice Dean for Teaching and Learning within 36 hours of awarding the grade. The Vice Dean shall evaluate students' objection and bring a decision within 24 hours of receipt of the objection. If the objection is accepted, the student earns the right to retake the examination before the Examination Board composed of three members within three days of the receipt of the decision. The Student may request to take examination before the Examination Board composed of at least three members if he/she has failed the examination more than three times. The Board is appointed by the Dean. The Decision of the Board may be appealed by the student or the Subject Leader at the UBT Appeals Committee in case they register any further complaint to the marking process. The decision of the Appeals Committee is final and cannot be changed.

Standard 4.10. Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or inconsistently assessed.

The department has established a set of criteria to help identify students at risk of non-completion. This information is combined with an evaluation of the student learning styles and abilities with a view to providing appropriate pedagogical support. During the first week of a semester students take a learning styles inventory. The results of this activity are collated and provide lecturers with a view of the learning preference of their students to enable the alignment of teaching and learning styles. This activity also helps students to understand their own learning styles. The department has also established a mentor programme. Each student is allocated a mentor who can provide the student group with effective guidance and support. The mentor programme provides ongoing support to students during their studies. Tutorials are provided as and when they are needed by students. Other support provided include voluntary workshops in problem areas and exam preparation activities.

Another dimension is providing effective pedagogical skills and training at IDEAA (<http://ideaa.ubt-uni.net/en/home/>) Institute of UBT – Institute for Development of Education and Academic Affairs. Pedagogical skills training for the department has focused on the following topics: student-centred learning, curriculum design, writing learning outcomes, lesson planning, design and delivery, group learning, problem based and project based learning, E-learning, Assessment and integrating key skills into the curriculum.

Standard 4.11. If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ECTS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.

The ECTS are a value allocated to course units to describe the student workload required to complete them. They reflect the quantity of work each course requires in relation to the total quantity of work required to complete a full year of academic study at the institution that is, lectures, practical work, seminars, self-studies –in the library or at home – and examinations or other assessment activities. ECTS credits express a relative value. In ECTS, 60 credits represent the workload of a year of study; normally 30 credits are given for a semester. One ECTS credit is equivalent to 25 hours of students’ workload. Credits are awarded only if the course has been completed and all required examinations have been successfully taken.

Year and Semester	Total of 180 ECTS credits
Year 1, Sem 1	30 credits
Year 1, semester 2	30 credits
Year 2, Semester 3	30 credits
Year 2, Semester 4	30 credits
Year 3, Semester 5	30 credits
Year 3, Semester 6 incl. Bachelor Thesis Project	30 credits

Standard 4.12. In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units.

The practical work is primarily organised in cooperation with our Industry Board. Our Industry Board consists of industry leaders in various fields such as multimedia and film companies, fashion designers, shoe and accessory industry leaders, printing presses, graphic design firms, local tech startups and companies, print and online magazines, publishers.

The programme in itself has attracted both students and people already engaged in the labour market and the study choice seems to have been mainly oriented as a skills upgrading process. The programme emphasizes the importance of practical work both in terms of the share of hours dedicated to practical laboratory experience and its focus on an industry-based thesis and application. The programme includes a Capstone/Thesis component which aims to promote and generate industry-relevant research, knowledge and projects. Furthermore, the institution has attracted industry practitioners to lecture at the institution as a means to reinforce students' insights into the latest developments in the industry.

Performance Indicator 4.1. The academic feasibility of the study program is ensured by taking into account the expected entry qualifications, a suitable design of the curriculum, a student workload that has been checked for plausibility as well as an adequate number of examinations.

The curriculum is suitable for Bachelor candidates in a wide variety of fields eligible under Kosovo Higher Education Law; experienced professionals seeking to improve their skills and understanding of management issues, experienced management professionals seeking to improve their skills in business administration / enterprise and professionals from many other fields seeking a career change. The program is focused on candidates / professionals from the following industries: design, art, fashion design, graphic design, interior design and architecture, marketing and PR, entrepreneurs, retail and manufacturing, the public sector are also targeted. Curriculum adaptability understands the needs of the market, so specializations are tailored to achieve the programme's objective.

Performance Indicator 4.2. Teachers use new IT resources (e-mail, personal web page, topics, bibliographies and other resources in electronic format and communication with students) and auxiliary materials, such as whiteboard, flipchart and video-projector.

UBT provides extensive IT resources for professors and candidates. At UBT, we use Moodle (<https://www.ubt-uni.net/en/study/students/student-services/moodle/>) as a platform, where each course has its own site, where professors upload materials to candidates. This platform, in addition to direct emails, is used for grading, quizzes and advertisement for candidates. Also, the CV of the professors is published on the Moodle course page. In addition, UBT provides professors with other teaching resources such as whiteboards, flip charts, laptops and video projectors.

Performance Indicator 4.3. The effectiveness of planned teaching strategies in achieving different types of learning outcomes is regularly assessed and adjustments are made in response to evidence about their effectiveness.

The UBT Quality Assurance Office monitors the implementation of the program and its effectiveness, in particular the achievement of learning outcomes. The quality office monitors candidates' performance through their grades.

SWOT Analysis for Educational Process Content:

Strengths	Weaknesses
<ul style="list-style-type: none"> ● The study program has been designed to respond to the contemporary context and demands of designers. ● The study program is comparable with similar study programs across Europe and the region. ● The study program is comparable to similar study programs in the region as well as Europe and the United States, such as School of Visual Arts in New York City, Parsons School of 	<ul style="list-style-type: none"> ● Inconsistency in the quality of the High School education of the prospective students coming from other institutions, as well as students coming from different fields of study, which may require completion of some intro courses. ● Low proficiency in the spoken and written English among prospective students, which could impact the students' ability to keep up with the current developments in the art

Design, University of Arts London, Hochschule Anhalt in Dessau, Mimar Sinan University in Istanbul, etc.

- Our academic staff is educated in EU countries (Great Britain, Finland, Norway, Slovenia, Germany, Italy), United States, Canada, regional countries (Albania, Turkey), and Kosovo. This provides students with a great diversity of educational approaches and methodologies.
- Our BA Program in Integrated Design will provide a diverse palette of fields and interests consisting of 4 various study concentrations: Graphic Design, Fashion, Product Design, and Interior Design.
- Interdisciplinary nature between four fields of study, where we believe that students will greatly benefit from the cross-pollination of ideas.
- Students are encouraged to pick and study other fields that would increase their exposure to as many different topics and ideas, that would benefit their design practice.
- Our program will provide the students with a strong theoretical background; stemming from the belief that good design comes from good concepts and ideas.
- Through labs and studios, our

world.

- Lack of formal teaching of academic essay writing in most schools across Kosovo poses further challenges, considering the students will have to write papers and express their thoughts and ideas through written assignments in some of the classes.
- Lack of specialized books, art journals, academic publications, and relevant literature in Albanian language.
- Limited number of Museums, Galleries, Exhibition Spaces, and art infrastructure in general may limit students' exposure to a diverse variety of ideas, concepts, art and design works, and media.
- Limited number of Libraries and Bookstores specializing in art and design media.

students will be able to materialize their design ideas.

- Group and individual tutorials will give our students the much needed one-on-one mentoring experience for their design practice.
- A library consisting of books, journals, magazines as well as more than 1,000 art and design books donated from Phaidon Press, will not only serve as a research centre but also as an ideas incubator.
- Exhibition spaces and School Gallery will provide the students with a space not only to exhibit their design creations, but also to encourage experimentation in their practice.
- During the Summer months, the Gallery will serve as a public exhibition space.
- UBT hosts its yearly International Conference each October, which will feature a program of international guest lecturers, as well as create community programs for the young generation to get involved in design from the early ages.
- UBT has a strong component of internationalization, thus will create great opportunities for the staff and students from the Department of Integrated Design to be part of

<p>different exchange programs, thus serving in the exchange of experiences and knowledge.</p> <ul style="list-style-type: none"> ● In the last semester students will work on their Bachelor Thesis Project. 	
<p>Opportunities</p>	<p>Threats</p>
<ul style="list-style-type: none"> ● Cooperation with local and international galleries, independent experimental exhibition spaces, film festivals, local art biennales, design competitions. ● Cooperation with more than 300 Universities World-wide. ● Cooperation with our corporate partners (ranging from media companies to wider creative industries, such as theatre, fashion, video games, architecture, interior design, product design, film and TV). ● Cooperation with various community and municipal institutions, through our Art and Design Outreach Program (such as March 2019 Art in a Hospital Exhibition). ● Actively participating in local and international design and art competitions. ● Cooperation with our Publishing Partners to create publishing opportunities for our department and students to publish their works, 	<ul style="list-style-type: none"> ● Slow economic development in Kosovo could impact students' post-graduation employment opportunities. ● Lack, or decrease of funds from the State could have an impact in the projects and employment opportunities of our students post-graduation. ● Current travel restrictions for Kosovo citizens could negatively impact and diminish many opportunities for our students during their studies and also post-graduation. ● Nepotism in many of the State-run agencies could negatively impact the opportunities for our students.

<p>catalogues, artbooks, online art media, etc.</p> <ul style="list-style-type: none"> ● Creating the opportunity for the academic staff to use different mobility programs and gather experience in EU universities. This will increase teaching and research capacities of new staff. ● Creating opportunities for students to use EU mobility programs. 	
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Students

Standard 5.1. There is a clear and formally adopted admission procedure at institutional level that the study programme respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students.

The Students Admission is Regulated by the department Council Regulation on Admission (<https://www.ubt-uni.net/en/study/students/study-at-ubt/registration-and-admission/>). UBT College considers that the right to study is a basic principle of human rights. For this reason, the College is open and welcomes all interested candidates to study and advance their career. This creates an opportunity for all to advance and gain necessary knowledge and skills in order to create new qualities in life and at work too.

Whereas UBT is determined to enhance the quality of education, students interested in joining the BA in Integrated Design program will have to undergo an admissions test which will be based on an interview and a portfolio of student works. A diverse set of students — coming from various ethnic, religious, cultural, racial, and national backgrounds — are encouraged to apply.

The program is designed to attract:

- Students with graduate degrees from relevant fields of study, who are interested in BA studies in Integrated Design.
- Students who wish to gain skill in either of the study concentrations: Graphic Design, Fashion, Product Design, and Interior Design.
- Students who have been working in narrowly focused fields of design.
- Students who are interested in tailoring their individual study-programs to fit their own professional interests, topical focuses, curiosities, and themes.
- Students who already graduated successfully from a program, and now would like to study design in order to apply a multi-disciplinary approach to their education.
- Students who are interested in getting a design education (that besides offering a variety of professional fields such as fashion, product design, graphic design, and interior design, also focuses on critical thinking, philosophical analysis, and experimentation).
- Students interested in becoming fashion designers, art directors, graphic designers, furniture designers, as well as gain transferable skills that can be applied to a variety of existing and future disciplines.
- Students interested in creative industries, such as fashion, costumography, multimedia, graphic design, product and furniture design, interior design, various film and multimedia companies, gaming and app startups and firms, creative directors, fashion buyers, advertisement industry, branding, marketing, retail, teaching and education, etc.

Standard 5.2. All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.

UBT College considers that the right to study is a basic principle of human rights. For this reason, the College is open and welcomes all interested candidates to study and advance their career. Students with high school degrees from relevant fields of study, who are interested in BA studies in Integrated Design. Students who wish to gain skill in either of the study concentrations: Graphic Design, Fashion, Product Design, and Interior Design. Students who have been working in narrowly focused fields of design. Students who are interested in tailoring their individual study-programs to fit their own professional interests, topical focuses, curiosities, and themes. Students from other disciplines who would like to change their career paths. Students who already graduated successfully from a program, and now would like to study design in order to apply a multi-disciplinary approach to their education.

Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.

One of the issues of utmost importance at UBT is the offering of equal opportunities for quality studies and assistance to students therein. The services and infrastructure of the institution has been student-centered and tailored towards meeting the needs of the contemporary learner. Both academic and administrative staff are responsible to offer assistance, services and guidance on academic and student administration affairs. The department has adopted a Competency Based Approach in curriculum development. Programme Learning Outcomes guide the teaching, learning and assessment methods. A variety of teaching methods employed across all departments offer possibilities for active learning. These include case-studies, project work, problem-based learning and simulated learning. Site visits and practice placements are important features of the teaching and learning process. Opportunities for interactive learning are reinforced through project-based learning, case study analysis, visiting speakers/ artists and designers of various creative fields, group work and e-learning. The use of these teaching methods is enabled by a favourable teacher-student ratio and small classes. Our emphasis on practical and relevant industry knowledge is a key feature of educational programs.

The study methods and requirements for course completion will always be specified in the course syllabus available to the students before the course starts. Each course has a detailed syllabus, which is more detailed than a course programme and describes topics to be covered during the course – objectives, subject content for each week, organization of work, requirements for seminar and individual work, gives a list of required and recommended reading and sets of attendance and specific assessment rules. The study methods applied by introductory subjects put a lot of emphasis on lectures, individual work or teamwork and discussions. Individual work is often an extensive reading or writing assignment. Core subjects are mostly practice-oriented and typically organized as laboratory-based courses that assume active participation in hands-on assignments and teamwork, involving both creative and research tasks. Individual work is typically research, analysis, testing or finishing a task or project started during the course

Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.

The department has established a set of criteria to help identify students at risk of non-completion. This information is combined with an evaluation of the student learning styles and

abilities with a view to providing appropriate pedagogical support. During the first week of a semester students take a learning styles inventory. The results of this activity are collated and provide lecturers with a view of the learning preference of their students to enable the alignment of teaching and learning styles. This activity also helps students to understand their own learning styles. The department has also established a mentor programme. Each student is allocated a mentor who can provide the student group with effective guidance and support. The mentor programme provides ongoing support to students during their studies. Tutorials are provided as and when they are needed by students. Other support provided include voluntary workshops in problem areas and exam preparation activities.

Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.

Student's knowledge is being assessed continually during the coursework and at the end of each course, as stipulated in Student Rulebook. During an exam the overall knowledge acquired in the course of the teaching process and represented by a single course of more related courses is tested. Exams are obligatory for all the mandatory and elective courses, by definition exams are public except for the practical parts. Only persons who can prove their legal interest are eligible to have an insight into the exam records. Written exams are determined by the Subject Leader and the course committee. Practical part of the exam may be taken separately from the theoretical part. The exam content is determined by the course syllabus, whereas the mode of examination, assessment and duration of certain parts of the exam shall be regulated by the department Council. Organisation of the exam terms, their number and schedule, as well as students' rights and responsibilities concerning the registration and taking the exams are regulated by the department Regulation on the First Cycle of Study.

Standard 5.6. Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.

UBT disability support aims to provide support for students with disabilities and to assist the achievement of educational goals. Students with physical disabilities, learning difficulties, ongoing illnesses or short term illness or injury are required to register accordingly, on admission to the College to ensure they receive the appropriate assistance during their studies. In so far as is possible, College staff endeavour to assist students with disabilities in meeting their full academic potential.

Standard 5.7. Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.

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

The quality assurance procedure in student assessment allows students to determine what and how well students are learning. The purpose of having in place procedures for the assessment of students is to ensure that the College operates assessment methods that are fair, consistent and transparent, comply with standards determined by KAA or other validating bodies, comply with the standards in respect of the National Qualification Framework, evaluate student learning on the programme, are effective in measuring the achievement of the desired learning outcomes of the programme, provide students with opportunities to demonstrate application of knowledge, skills and attitudes and provide feedback to students to assist them in improving their performance. The quality assurance procedure on the ongoing monitoring of programs ensures that systematic processes exist and are managed in order to collect and analyse information supportive of the continuous improvement of the programmes, monitor student achievement in relation to stated learning outcomes of programmes and gauge the effectiveness of programme assessment mechanisms.

Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.

The students conduct during education, practical work and written assignments is regulated by the department Code of Ethics and Student Conduct. The Code regulates students' expected standards of behaviour during education, examination and written assignments. The department Sub-Committee on Ethics has been tasked to promote ethical behaviour in

teaching, learning, research and creative industry placement. Suspected violations of the Code are dealt by the Sub-Committee. Students induction serves as a venue to introduce the Code. The Student Handbook also includes advice and guidelines for ethical behaviour. Students' sign a written declaration attesting to the originality of their written work ahead of written work submission. The department operates the plagiarism detection software (Turnitin) to detect potential violations.

Standard 5.9. Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.

Students receive an induction session prior to the commencement of each academic year. The Dean delivers the induction session and the student handbook is distributed at this session. Students receive general and programme specific information at this session including the expected programme learning outcome, educational content, timetable, the assessment schedule, and overview of the subjects being delivered that semester as well as the teaching and learning strategies. The student handbook is essentially a written copy of the information communicated at induction, and is provided to the student through the Student Portal and department homepage. The student receives information on, inter alia, the programme itself, assessment specifications, department facilities, the assessment regulations, available student supports, code of conduct, student complaint and disciplinary procedures, deferral information, and other such important information.

Students are obliged to behave during the examination process in accordance with academic principles and UBT Code of Ethics. Violating academic norms of behaviour shall be a base for initiation of the proceedings before the department Ethics Sub-Committee. During the examination process the student is obliged to conduct him/himself in accordance with the established rules of conduct. Students misconduct, according to the Rulebook, is considered every act of unauthorised aids by the student during the examination process, carrying of mobile phones and other electronic communication, violation of the integrity of the teacher and invigilators and entering the examination process under false identity.

The student is entitled to an appeals procedure if he/she considers that the examination is not carried out in accordance with the Regulations and UBT Statute. The objection is submitted to the Vice Dean for Teaching and Learning within 36 hours of awarding the grade. The Vice Dean shall evaluate students' objection and bring a decision within 24 hours of receipt of the

objection. If the objection is accepted, the student earns the right to retake the examination before the Examination Board composed of three members within three days of the receipt of the decision. The Student may request to take the examination before the Examination Board composed of at least three members if he/she has failed the examination more than three times. The Board is appointed by the Dean. The Decision of the Board may be appealed by the student or the Subject Leader at the UBT Appeals Committee in case they register any further complaint to the marking process. The decision of the Appeals Committee is final and cannot be changed.

Standard 5.10. The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.

General transfer requirement for students from other art and design schools are as follows: All applicants must have been registered in Bachelor of Arts, Design, Fashion and/or related fields of study, from which a student seeks transfer must correspond to the program content of the department to which transfer is required, its total number of ECTS credits or to its overall course load. Transfer applications must be submitted between transfer windows determined by the Ministry of Education, Science and Technology. Along with the stated reasons for transfer, students are obliged to enclose: student's course and grade book, or transcript of records, institution's official report demonstrating that the student is in good academic standing and meets the requirements for academic progress at home institution, certificate of citizenship, and photocopy of the passport with a copy of the temporary residence permit decision. Besides original documents, students transferring from international schools must also submit certified translations of their credentials, as well as the translation of the curriculum at their home institution (curriculum studiorum). Submitted applications of transfer candidates are reviewed by the Transfers' Commission. The Dean informs the department on the decision on accepted transfer candidates. Applicants who have been granted transfer on the basis of the decision of the Dean are given eight days for registration within the date this decision has been brought. The vice-dean for teaching is authorized to issue a decision granting the student the registration of a desired course.

Standard 5.11. Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.

The Dean operates a tutoring system to give advice and support to students on issues of study plan and learning support. The Programme Student Support Officer is responsible for handling and dealing with students' administrative issues.

The system offers counselling and support to students during three phases:

(1) First phase: upon the registration process students receive individual and group briefings on the mission statement and vision of the institution as well as a briefing about the curriculum.

(2) In the second phase students are entitled to weekly meetings with tutors and introduced to the Moodle information system to ease their communication and interaction with course supervisors.

(3) In the third phase students are advised and provided individual consultations about their areas of concentration, career orientation and support for further study or job placement.

UBT also publishes the student magazine, UBT News (<https://www.ubt-uni.net/en/media-and-events/ubt-news/>) to provide students with information about developments at the institution, publications, interviews and best practices in teaching and learning. The student services is one of the most important lines at the Student Administration Office and serves as a key point for providing quick and quality services.

The career services and internship programme is managed and coordinated by the UBT Careers Office. Students receive guidance before, during and after the completion of their studies. As part of the career assistance, the department will help in labour market guidance, placement and training. It has thus far established cooperation agreements with many businesses and institutions.

The UBT has been active in the provision of LifeLong Learning (LLL <https://www.ubt-uni.net/en/ubt-en/mission-and-vision/plans/>) courses in the disciplines of the Higher Education Institution over the review period.

Performance Indicator 5.1. If necessary, an adequate selection process as well as recognition rules for foreign qualifications pursuant to the Lisbon recognition convention as well as qualifications obtained outside Higher Education Institutions are defined.

The rules for the recognition of qualifications, degrees, diplomas, examinations by recognized or licensed national or foreign higher education institutions shall be laid down in accordance with the rules of the Lisbon Convention and in accordance with specific regulations of the Ministry. Pursuant to the MEST Administrative Instruction on the principles and procedures for

the recognition of higher professional diplomas and Higher Education Institution degrees obtained outside the Republic of Kosovo.

Performance Indicator 5.2. Systems are established for monitoring and coordinating student workload across courses. Systems are in place to monitor the progress of individual students with assistance and/or counselling to those facing difficulties. Year to year progression rates and program completion rates are monitored and analyzed to identify and provide assistance to any categories of students who may be having difficulties.

The ID has a system for monitoring candidate groups in all years of the bachelor cycle. Also, each student group has a representative who will communicate with the department and candidate representatives are part of the department committees. In addition to lectures and exercises, ID implements a tutoring scheme for all students with disabilities in specific courses

Performance Indicator 5.3. Grading of student's tests, assignments and projects is assisted by the use of matrices or other means to ensure that the planned range of domains of student learning outcomes are addressed. Arrangements are made within the institution for training of teaching staff in the theory and practice of student assessment.

The usual student workload of theory versus practice has been implemented at 50/50 or 40/60. The tests are based on testing the candidate's knowledge in terms of theory, analysis, problem solving technique, and practice towards the intended course outcomes. The tests will use a variety of assignments to ensure that candidates are familiar with all relevant course chapters. The institution assigns specific training to the academic staff early on when they are hired; they receive full training in all areas of the UBT. In addition, regular conferences are organized, staff are sent to various training and mobility programs with other world universities to ensure that academic staff receive high-level training. Every staff member has the opportunity to participate fully and integrate due to the considerable number of cooperation with local, regional and world universities etc.

Performance Indicator 5.4. Support services (e.g. regarding the study program, student counselling in case of emotional, financial or family-related problems, career guidance, international matters, legal advice etc), are provided, as well as subject-related and interdisciplinary guidance.

Candidate support services are constantly monitored and there are specific offices located at the College level that will support all candidate inquiries or instructions provided on an ongoing

basis. For emotion counseling services, there is a dedicated professor with adequate education and expertise to assist students according to their need. For career guidance, the Career Office is a constant mechanism that reaches out to job candidates and students are informed almost on a daily basis. For international studies and opportunities, the International Project Office assists candidates from applying to placement in foreign study programs, including credit transfers, etc. For financial matters, the central administration makes changes and reductions on a case-by-case basis wherever possible to ensure salaries

Performance Indicator 5.5. Textbooks and reference materials are up to date and incorporate the latest developments in the field of study. Textbooks and other required materials are available in sufficient quantities before classes commence.

It is a central UBT policy for academic staff to review curricula each year in terms of reviewing the literature and updating all subjects, with a focus on expected results, to ensure a higher quality. The teaching material is posted on Moodle (<https://www.ubt-uni.net/en/study/students/student-services/moodle/>), for easier access by candidates. UBT has made available to academic staff and students a physical and electronic library which is accessible at any time.

Performance Indicator 5.6. The academic or professional fields for which students are being prepared are monitored on a continuing basis with necessary adjustments made in the program and in text and reference materials to ensure continuing relevance and quality.

Course syllabus updates are considered necessary given technological changes, but also other industry / business requirements. Through UBT this is done on an annual basis for each course, however the changes must be matched and based on well-structured facts and reports, research-based or from the professor's recommendations that changes are needed to ensure continuity and quality.

SWOT analysis for the students:

Strengths	Weaknesses
<ul style="list-style-type: none"> • Our well-developed study program is comparable and competitive with others not only in the region but in the EU and beyond. 	<ul style="list-style-type: none"> • Weak education of the upcoming students from other Higher Education Institutions,. • Challenges to find contacts for

- Academic staff is highly qualified and with excellent knowledge and skills.
- Very rich library of design books, art books, journals, magazines, research materials, etc.
- Access to online journals, libraries, and databases such as EBSCO Publishing; JSTOR, SpringerLINK etc.
- Modern premises, including well equipped studios, Gallery and exhibition spaces where students can perform their practice.
- Using EU and regional partners and programs (such as Erasmus+) of UBT to conduct student mobility.
- Great workshops and the latest equipment to enhance students' learning experience.
- The workshops enable students to work with a broad range of materials including textiles, wood, metal, etc. Students will explore traditional methods of making and crafts, such as embroidery, cutting and sewing, woodwork and metalwork, before progressing onto using the latest computer-aided 2D and 3D modelling equipment and programs.
- Photography Workshop.
- Digital and Multimedia Lab.
- Modeling Lab
- Printmaking Studio.

internships and work experience.

- Lack of experience in the industry.
- Upcoming students from other Universities could have weak time-management skills which could have an effect on reaching deadlines.
- Lack of foreign (especially English language) of upcoming students in order to use properly foreign literature.
- Lack of best staff award for Tutors that provide academic counselling services based on monitoring of student progress.
- Students are less proactive in curriculum development and evaluation.

Opportunities	Threats
<ul style="list-style-type: none"> ● Design in Kosovo is a constantly changing and expanding industry. ● There are many occupations in Design and creative industries. ● Using partner universities of UBT to conduct study visits. ● Using UBT partner universities and other programs (such as Erasmus+) for mobility and creating new connections. ● Students using UBT partners in Kosovo and the region to gain internship opportunities. ● Many employment possibilities in creative industries (fashion, TV and media companies, advertisement firms, art education, festivals, art institutions, etc). 	<ul style="list-style-type: none"> ● Competitive aspects from other better prepared individuals, with a more vast experience. ● Restructuring the industry, reducing employment. ● Changes in the labour market, with direct impact on the positions they hold. ● Economic crisis and difficulties in Kosovo. ● Fewer opportunities for promotion because of competition, or the lack of open positions. ● Strong competition from University of Prishtina in admission of students.

Research

Standard 6.1. The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.

The BA in Integrated Design focuses on the practice of students and academic staff that is strongly connected to research. It implies research done on a multi-disciplinary level to strengthen not only the technical possibilities of their design works, but as well as contribute to the inquiry on concepts and ideas that are related to the practice.

BA in Integrated Design program conducts various types of research, that ranges from descriptive, correlational, semi-experimental, experimental, review, meta-analytic, etc. Furthermore, our academic staff and students are engaged in testing various hypotheses that have to do with design concepts; are engaged in various types of data collection in order to consider variables that would improve their design works; as well as perform statistical analyses to draw conclusions about their hypotheses that have to do with design.

The main objectives of the strategy relate to establishing centres of research, stimulate the development of research and cluster activities to maximize opportunities for research groups to create appropriate critical mass, enhance and build relationships and partnerships with stakeholders in industry, academia and the public sector to increase combined research capacity and foster mechanisms of technology and knowledge transfer both out of and into the College, create an integrated research and studies quality assurance framework compliant with international best practice, support programmes in delivering on research element and strengthen the link between research and teaching.

Despite engaging in considerable experimental methods and quantitative data-collection methods to draw conclusions, BA in Integrated Design focuses also on qualitative research. Some of these include primary research, conducted through surveys, interviews, and questionnaires; secondary research done by reviewing books, articles, journals, etc.

Research at BA in Integrated Design program is conducted at several different levels:

- Individual, where students and academic staff are involved in their own areas of interest.
- Departmental, for research projects requiring greater involvement and resources
- Centers of Excellence, where research is conducted through inter-departmental cooperation between different departments, institutes, and research centers.

- Multi-Center, where research is conducted through cooperation with other Universities and outside researchers.

Standard 6.2. Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.

UBT strongly encourages staff members to publish and according to their contracts they should have at least two publications per year. In the UBT, 100% of lecturers are either research active, or engaged in self-tasked research, while many of them are active researchers at an international level. UBT has been working on increasing the number and quality of the academic outputs of its both academic and research staff.

As a department within the UBT we specify our own research priorities and prepare our own research strategy. We create research clusters within the department.

Below are the sum of individual research areas of UBT staff:

- Creative design
- Visual Design
- Fashion Design
- Product design
- Graphic Design
- Interior Architecture/ Design
- Cultural aspects of creativity and innovation
- Design creativity support tools
- Measuring creativity and its impact
- Social dimensions of creative design
- Creative processes in design
- Design for product life cycle
- Creativity and ideation
- Innovation methods and tools

The Dean ensures that mechanisms for the allocation of workloads are approved and implemented in the department and are made available to the staff in accordance with department Council Workload Policy. The overall individual workload allocation adheres to the following principles:

- (1) The mechanism is comprehensive, transparent, takes account of work requirements and contributes to the efficient and effective application of resources,
- (2) The requirement to undertake research is a career expectation and over time will be balanced as appropriate with the other obligations of academic staff including significant administrative responsibilities,
- (3) Deans allocate teaching and other responsibilities in the light of the research record of academic staff,
- (4) the workload is equitable, reasonable and safe.

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

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

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

Standard 6.3. Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.

UBT follows the Administrative Instructions of Ministry of Education, Science and Technology No: 01/2018 the Recognition of Principles of Platforms and Institutional Magazines with Reviews.

BA in Integrated Design at UBT defines research as participation in or production of the following:

UBT clearly defines research outcomes as:

- Articles published in indexed journals;
- Conference Papers;
- Panels Discussions, Talks, Seminars, and Debates;
- Lectures;
- Books, Artbooks, Artist Books, Online Multimedia Projects and other relevant; publications;
- Art Exhibitions and Projects;
- Fashion Shows;
- Design Fairs.

Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.

Below is a list of some of our academic staff and their relevant research activity

Name and Surname	Academic Degree	Subject	Relevant Teaching/Professional/Research Experience
Egzon Bajraktari	PhD	Design Structures and Engineering	UBT College Lecturer University of Prishtina- Lecturer
Ajhan Bajmaku	PhD	Design Methods and Instruments	UBT College Lecturer University of Prishtina- Lecturer
Alban Muja	MA	Fine Arts	UBT College Lecturer University of Prishtina- Lecturer
Arben Arifi	PhD	Project Management	UBT College Lecturer
Ardita Rizvanolli	Msc	Textile Technology	UBT College Lecturer Fashion designer at Studio Ardita
Ariana Gjoni	Msc	Draping Techniques	UBT College Lecturer Design Factory Prishtina- Lecturer
Artrit Bytyçi	Msc	Introduction to Academic Writing	UBT College Lecturer Published author.
Fatmir Azemi	Msc	Manufacturing and Production Technology	UBT College Lecturer PhD Candidate at University of Osijek
Fitore Isufi	MA	Design Materials	UBT College Lecturer Akademia Evolucion, Prishtina- Lecturer
Gazmend Ejupi	MA	Design Studio 1: Drawing, Imaging and Visualisation	UBT College Lecturer Extensive experience with art exhibitions, curating and research internationally
Gezim Radoniqi	Msc	CAD	UBT College Lecturer Architect 4M Group, Prishtina and London

Jakup Ferri	MA	Fine Arts	Extensive experience with art exhibitions, curating and research internationally
Milot Gusia	Msc	Graphic Design	UBT College Lecturer Rinvest College Prishtine- Lecturer Published author
Serkan Bayraktaroglu	PhD	Fundamentals of Product Design	UBT College Lecturer Kadir Has University, Turkey-Lecturer
Sezgin Boynik	PhD	Semiotics and Aesthetics	UBT College Lecturer Extensive experience in independent critique and writing. Editor of Rab-Rab..
Ylber Limani	PhD	Economics and Engineering	UBT College Lecturer University of Prishtina Assistant Professor
Albert Mustafa	MA	Design Structures and Engineering	UBT College Lecturer Assistant Lecturer UBT Prishtina

Standard 6.5. The academic and research staff publish their work in specialty magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.

As design is such a broad and diverse field, it cannot be considered through a single or narrow point of view. The same is true for research related to design. That is why at UBT we bring together artists, writers, fashion designers, graphic designers, architects, as well as professionals from other fields, to share, expand, and enrich knowledge beyond the boundaries of art and design. In fact in our pursuit of research and new ideas the department of BA in Integrated Design goes even beyond the institutional boundaries of UBT, and this is best demonstrated by our Annual International Conference, which is a perfect example of such cross-pollination of ideas.

The following lectures with the topics of Integrated Design were presented at 7th International UBT Conference in October 2018 (<https://www.ubt-uni.net/en/ubt-international-conference-2018/>):

- “Sustainable Fashion’ - Aferdita Statovci
- “Relation between Contemporary Art and Graphic Design” - Miran Mohar
- ‘Preliminary Results of a Pilot Study on the Emigration of Visual Artists from Kosovo” - Artrit Bytyçi & Drenusha Kryeziu
- “ArtLeaks – possibilities of struggle for labor rights and emancipation in the art field” - Vladan Jeremic & Corina L. Apostol
- “OCTO-Creating a new hybrid musical instrument, housing micro-intervallic and spatializing properties”- Liburn Jupolli & Ari Lehtela
- “Attractiveness in correlations of color” - Albulena Bilalli
- “Mass Produced Artworks: The Concept and History of Artist Books” - Sezgin Boynik & Artrit Bytyçi
- “How we can change, nowadays, our manner of analyses” - Ali Akay & Seza Paker
- “Organ Factory” - Hana Marina Mohar
- “Structuring Design Problem Space throughout the Design Process” - Ayhan Ensici
- “To design is to improvise” - Arbër Jashari
- “Symbiotic Interactions Between Technology And An Interior Design” - Sebil Spat
- “Age of Innocence” - Gazmend Ejupi
- “Soft Haptics” - Cennet Lika
- “Sustainable Sculpture” - Bekim Retkoceri

The following lectures with the topics of Integrated Design were presented at 8th International UBT Conference in October 2019 (<http://conferences.ubt-uni.net/2019/>):

- “Solving Critical Sustainability Issues in Interior Design through Biomimicry” - Sebil Spat
- “Striving for a Social-Democratic Architecture” - Atdhe Arifi
- “Eisenstein’s Piranesi” - Ajhan Bajmaku & Tefik Rada
- “Storytelling in Design”- Artrit Bytyqi
- “Building the Future through Cultural Heritage”- Ardita Rizvanolli
- “Fostering Design Innovation in Albania through Design Thinking”- Erida Curraj, Joana Dhiamandi, Saimir Kristo
- “The Educational System at Bauhaus and Black Mountain College”- Luka Savic

- “ART UNITED- Art and Design students from East and West unite in Alacati, Turkey”- A case study - Pinar Birim
- “Kosova’s Architecture in the France of Socialist Modernisation: Boro-Ramiz Complex by DOM Architectural Office”- Sara Sylejmani
- “Design for Repair as a Strategy to Foster Sustainable User Behaviour: A case of Undergraduate Product Design Studio”- Sarkan Bayraktaroglu
- “Time of Riots: Temporality of Fire in Politics and Arts”- Sezgin Boynik
- “Design Aesthetics as a Promoter of Selling Products in Kosovo”- Ariana Gjoni
- “Fashion: Between Tradition and Innovation”- Aferdita Statovci
- “The Art of Science in Fashion and Textile Design”- Cennet Lika
- “PEZULL: A student startup business based on Integrated Design concepts”- Nertila Memaj, Hira Doramar, Medina Hoxha

The following lectures with the topics of Integrated Design were presented at 8th International UBT Conference in October 2020 (<https://conferences.ubt-uni.net/2020/>)

- “Development of an Interdisciplinary Master’s Degree in City and Children Studies”- Serkan Bayraktaroglu
- “Design Education: challenges and Opportunities resulting from Technological Developments”- Ylber Limani
- “The Possibility of 21st Century Art and Design currents, using Artificial Intelligence Technology”- Drenusha Kryeziu
- “Creating Promotional and Supporting Materials for an Exhibition: A Pandemic-specific case-study”- Artrit Bytyci, Fatmir Mustafa
- “Politics, Architecture and its Role on Shaping Society- The Example of Yugoslavia during Tito’s Administration”- Sara Sylejmani
- “Impact of Individual Perception”- Milot Gusia

The following lectures with the topics of Fashion Design were presented at 9th International UBT Conference in October 2020 (<https://conferences.ubt-uni.net/2020/>)

- “Fashion Wearable Technology” – Hana Zeqa
- “Digitization of Traditional Albanian Motifs and their Influence on National Culture, Identity and Internaional Evolution”- Gentiana Nebihi
- “Fashion Collection-Lidheza. The Wrapping of our Bodies”- Dafina Kadriaj Tahiraj
- “The Impact of Covid-19 on the Creations of Fashion Designers”- Ariana Gjoni

- “Exchange the Triadic Ballet”- Cennet Lika
- “Manus X Machina”- Aferdita Statovci
- “The impact of COVID 19 in Kosovo’s Fashion Industry”- Ardita Rizvanolli

Standard 6.6. Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.

As one of the leading research based Higher Education Institutions in Kosovo, UBT has a tradition of organizing Annual International Conferences in various fields. For nine consecutive years, UBT has gathered world renowned researchers, artists, and specialists from various continents, countries and nations, in order to present their research findings among their peers and to contribute their research to the field that they operate in. Integrated Design held its first International conference in October 2018, where lecturers from Finland, Serbia, Turkey, Slovenia, Great Britain, United States, Kosovo, presented latest trends, research, and topics. The next conference is scheduled for October 2021, and happens annually.

The focus on research and inquiry compensates the lack of discursive tendencies in contemporary design and art practices, and encourages students to relate their artistic practice with other, more creative, experimental, collective, and novel forms of research that will also go beyond the mere artistic institutions.

Standard 6.7. Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.

Each academic staff has a contractual obligation to produce at least one publication/art work/exhibition/project per year. Moreover, UBT tracks the publications of the academic staff through UBT Knowledge Center.

UBT plays significant importance to transparency that academic staff are encouraged and required to publish under the name of UBT. That is why, UBT requested that academics have their own Google Scholar and ORCID accounts opened through official email addresses so that publications can be tracked through these platforms.

UBT tracks the publications of the academic staff through UBT Knowledge center. Below are the details of the key staff of the department

Staff Member	Publication/ Exhibition	Year
Albert Mustafa	<i>"The Dimension of Experience and Perception in Architecture"</i>	2018
Fitore Isufi	<i>XIII Edition of Young European and Mediterranean Artists Biennale- 'XIII Edition of Young European and Mediterranean Artists Biennale, Bari, Italy</i>	2008
Fitore Isufi	<i>Au fil du temps/Onufri Prize- "Onufri Prize", National Gallery, Tirana, Albania</i>	2018
Fitore Isufi	<i>Westkunst – Ostkunst. A selection from the collection- Westkunst – Ostkunst. A selection from the collection</i>	2018
Fatmir Mustafa	<i>Bregenz Biennale, The Map Is The Territory-</i>	2018
Fatmir Mustafa	<i>'Fog' Kosova National Art Gallery</i>	2018
Fatmir Mustafa	<i>Kuvan Kevat, Exhibition Laboratory</i>	2017
Fatmir Mustafa	<i>Rab-Rab Journal Issue for Political and Formal Inquiries in Art #04.1-Today, Yesterday, Tomorrow</i>	2017
Fatmir Mustafa	<i>Non Parallel Preocess, Exhibition Laboratory,</i>	2016

Fatmir Mustafa	<i>Kevät, Third space Gallery</i>	2014
Fatmir Mustafa	<i>Dracula and Frankenstein Are the Best Friends, Hiap project Room</i>	2009
Fatmir Mustafa	<i>Rinsing, Gallery 10 m2</i>	2008
Fatmir Mustafa	<i>Art is Not a Mirror, It is a Hammer, Rhizoma, Space for Contemporary Art</i>	2007
Alban Muja	<i>'Legendary dog' Projektraum LS43</i>	2018
Alban Muja	<i>Symptoms of Society' Zhejiang Art Museum, Hangzhou</i>	2017
Alban Muja	<i>'The Travelers' Kumu Art Museum</i>	2017
Alban Muja	<i>'47 km far from capital' Artists Club 'CoffreFort',</i>	2016
Alban Muja	<i>'Ho(M)me' Paolo Maria Deanesi Gallery</i>	2016
Alban Muja	<i>'Theories on Forgetting' Gagosian Gallery</i>	2015
Alban Muja	<i>'Everything is Eternity' SIZ Gallery</i>	2015
Milot Gusia	PRINCIPET E DIZAJNIT GRAFIK (ISBN 978-9951-8825-0-7, FQ 265), LIBËR UNIVERSITAR	
Milot Gusia	NGJYRA, TEORIA DHE PËRDORIMI PRAKTIK (ISBN 789951 882514, FQ. 386), LIBËR UNIVERSITAR	
Milot Gusia	ORGANIZIMI I PROGRAMIT VETEDIJESUES PER ARTIN E GJELBER, NE:	

	www.greenfuturedesign.webs.com	
Milot Gusia	2006-SHPERBLIMI I PARE PER ZGJIDHJEN ARTISTIKE TE PULLES POSTARE DHE ZARFIT TE DITES SE PARE PER POSTEN DHE TELEKOMIN E KOSOVES	
Milot Gusia	GJON MILI – EDICIONI 11	2011
Milot Gusia	EKSPOZITA “ÇMIMI MUSLIM MULLIQI – PRIZE”	2006
Milot Gusia	SALLONI XXXI	2003
Milot Gusia	D EXPO SIGN JAVA E DIZAJNIT KOSOVAR - GK	2001
Aferdita Statovci	'Calling All the Stations'- Flash Art Magazine	2010
Aferdita Statovci	'The Wonderment of Forgotten Treasures' Museum of Prishtina	2010
Aferdita Statovci	'Sustainable Fashion'- UBT International Conference	2018
Ariana Gjoni	'Architecture Colour Bomb' Fashion Show	2007
Ariana Gjoni	'Feel my Inspiration' Fashion Show	2013
Ariana Gjoni	'Espirit Paris' Exhibition	2014
Ariana Gjoni	'Fashionistas' Fashion Show	2015
Ariana Gjoni	'Versus' Exhibition	2016
Ariana Gjoni	'Frankfurt Style Award'	2015
Ardita Rizvanolli	'The History of Traditional Clothing- in the aftermath of War'- Photographic	2001

	<i>exhibition</i>	
Ardita Rizvanolli	<i>'Re-designing the Traditional'- Fashion Show</i>	2002
Ardita Rizvanolli	<i>'Spring Re-born' Fashion Show</i>	2002
Ardita Rizvanolli	<i>'Butterfly'</i>	2004
Drenusha Kryeziu	<i>White Shadows-Qahili Gallery</i>	2014
Drenusha Kryeziu	<i>'Europe Day'- Swiss Diamond</i>	2015
Besa Jagxhiu	<i>Jagxhiu, B. Kovács - Andor, K., Prizren – Revitalizing the historic water channel system for modern city life,</i>	2018
<i>Besa Jagxhiu</i>	<i>Use of Building Information Modeling (BIM) for Heritage Buildings in Kosovo</i>	2017
<i>Besa Jagxhiu</i>	<i>Sustainability and Energy Efficiency in Heritage Buildings in Kosovo</i>	2015
<i>Besa Jagxhiu</i>	<i>Preservation of the Historic Centre of Prizren through Integration into Modern Life,</i>	2012

Standard 6.8. Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.

UBT plays significant importance to transparency that academic staff are encouraged and required to publish under the name of UBT. That is why, UBT requested that academics have their own Google Scholar and ORCID accounts opened through official email addresses so that publications can be tracked through these platforms.

Many of the processes of research are embedded in the curriculum. Professors may show this link through their teaching methodologies and their involvement in research activity. The promotion of active learning in students, with an emphasis on the identification of interesting, cutting edge problems, problem-solving techniques and team-working can act as a preliminary to the research process.

Standard 6.10. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.

Academic staff are required to carry out their research in compliance with all statutory, ethical and contractual obligations. Research is to be published in a publicly available form, exceptions only with the approval of Deans. Such considerations include the need to observe any contractual, confidentiality or privacy obligations entered into in respect to the research or the need to ensure the protection of any intellectual property arising out of the research Staff is required to comply with UBT and department Code of Ethics

Standard 6.11. Students are engaged in research projects and other activities.

The BA in Integrated Design focuses on, but is not limited to, research themes that bring together expertise from various fields such as fashion design, interior and product design, graphic design, art, communications, design trends, multimedia, computing, demographics, education, humanities, social sciences, culture, economy.

Some of the research done in the past covered the following themes and areas of interest: Design and art history, art and design criticism, re-imagining fashion; speculative prototyping in fields such as fashion and product design, innovative textile technologies, sustainable and environmental design, interaction design, lighting design.

Research at BA in Integrated design program is conducted at several different levels:

- Individual, where students and academic staff are involved in their own areas of interest.
- Departmental, for research projects requiring greater involvement and resources

- Centers of Excellence, where research is conducted through inter-departmental cooperation between different departments, institutes, and research centers.
- Multi-Center, where research is conducted through cooperation with other Universities and outside researchers

Furthermore, research in the field of Integrated Design also spans beyond traditional definitions of research, and therefore the following are also regarded as research activity and publications: creative works, exhibitions, group and solo shows, design events (such as Fashion Week, Design Week, Venice Biennale, etc), fashion shows, fashion exhibitions, participation in talks and panels and debates, art and product installations, multimedia presentations and works, film projects, criticism writing, books publications, magazine publications, industry journal publications, art and criticism publications, as well as literary journal publications.

Performance Indicator 6.1. Assistance and support is given to teaching staff to develop collaborative research arrangements with colleagues in other institutions and in the international community.

Staff development is one of the priorities at UBT. Staff are trained starting from Day 1 on the job. Current projects run at UBT in the erasmus+, tempus, USAID, IOM, Industry projects serve as a development for the staff and the institution and improve teaching aspects as well that students in the end will benefit the most. Staff mobility across the region and the EU is a standard practice.

Performance Indicator 6.2. The study program periodically organises scientific sessions, symposia, conferences, round tables, with the involvement of teaching staff, researchers, students and graduates, while proceedings are published in ISBN, ISSN Scientific reports or in magazines dedicated to that particular activity.

ID organizes different scientific sessions/conferences and provides support to academic staff, but also guests from the industry. The academic council of the ID department recognizes research as:

- Publications in the indexed journals, books and book chapters;
- Conference participations and publishing in the proceedings;

- Summer Schools;
- Guest invitations from Industry;
- Exhibitions;
- Fashion Shows;
- Student competition awards in creative industries, etc.

ID department engages in research project applications in the field of capacity building of higher education institutions. In terms of ID staff publications, this implies different academic journals and attendance of different international conferences. Moreover, the ID department organizes an annual conference every year and encourages its staff members to make presentations and publish in the book of proceedings of the conference. In 2019, the conference of the ID department attracted academics of the field both from inside and outside the region.

Performance Indicator 6.3. Support is provided for junior teaching staff in the development of their research programs through mechanisms such as mentorship by senior colleagues, inclusion in project teams, assistance in developing research proposals, and seed funding.

As stated in 6.1, mentoring and development mechanisms are fully in place from the existing staff that assist, promote and mentor new/young staff to further advance. Assistance is provided in all areas in which the staff wishes to progress in terms of research projects, both for personal growth and academic advancement. Besides local assistance for the above, UBT has established offices.

Performance Indicator 6.4. Strategies are introduced for identifying and capitalizing on the expertise of teaching staff and students in providing research and development services to the community.

The Institution continues to harness and capitalize on the expertise of teaching staff, but also fully recognizes such expertise in its further intensification of involvement with the community. Currently, the model applied at UBT EFQM is a 5-star one (<https://www.ubt-uni.net/en/ubt-is-certified-and-awarded-with-the-five-star-excellence-award/>) which shows EU-comparable appreciation for the UBT (consideration was given to Student Performance, Staff, Policies, Stakeholders, Community engagement, Environment, Infrastructure meeting environmental standards etc.)

Performance Indicator 6.5. The institution constantly monitors and supports staff members in their inputs in attracting financial contributions with their research/applied artistic projects and products. Staff capacity to generate such financial returns is appraised in the individual performance appraisal system.

The institution's aim is to build further the staff skills performance, to be able to sustain its financial incomes on projects based activities. Currently the largest number of Kosovo applications to Erasmus+ comes from UBT. Only in 2019, over 13 applications were made from the UBT (in partnerships and as coordinators). UBT also participates in various consulting and training activities in training and certifications programs by hundreds.

Performance Indicator 6.6. Cooperation with local industry and with other research agencies is encouraged . When appropriate, these forms of cooperation involve joint research projects, shared use of equipment, and cooperative strategies for development.

Cooperation with local industry has been one of the UBT’s strengths, while departments across the UBT have established their partners in their study focus, where DI department have focused on the creative industry sector. Also, teaching staff at DI comprises a significantly large number of people of an academic background, but currently working in sectors of industry. Within the Erasmus projects, UBT consistently involves industrial stakeholders in joint projects. UBT benefits from strong partnerships with international project teams to apply internationally, including those from UK, Turkey, Finland, Netherlands, Austria, etc.

SWOT Analysis for Research:

Strengths	Weaknesses
<ul style="list-style-type: none"> • UBT is a well-known research-based Higher Education Institution, and will continue this tradition the BA in Integrated Design • The annual International Conference in Design will continue 	<ul style="list-style-type: none"> • Limited knowledge of foreign language (especially English) of future students in order to use foreign literature to conduct research. • Limited number of design-specific

<p>to be organized, and will contribute in the exchange of research, ideas, criticism, trends, findings, and topics relevant to different fields of design.</p> <ul style="list-style-type: none"> ● The Integrated Design program employs highly qualified staff with experience in research, as well as ongoing research projects in the fields of design and arts. ● UBT offers internal resources, such as the Library, where researchers and students can search for books and articles for literature review on their research. ● The BA in Integrated Design will continue co-operations, such as the one with the National Library of Kosovo. ● The BA in Integrated Design collaborates with local art institutions. ● Digitization Project for essential, rare, and out-of-print books in the fields of design, art, and criticism. 	<p>books, magazines and journals in Albanian language</p> <ul style="list-style-type: none"> ● Lack of long-term research budgets. ● Lack of Young Researcher Grant Support as a separate budget line. ● Lack of very competent research assistants who would bear the burden of coordinating the whole research process in the respective program allocated specifically to programs. ● Too much reliance on international donors and projects to fund the research activities ● Lack of Public policies on research funding ● Exclusion of non-public institution from any potential public funding
<p>Opportunities</p>	<p>Threats</p>
<ul style="list-style-type: none"> ● Because of a lack of design-specific and art-specific publications, our Art and Design Annual Reader, which is bilingual, will serve as an opportunity to provide a platform for publications for other researchers. 	<ul style="list-style-type: none"> ● High cost of specialized art and design books. ● Unavailability of local specialized design and art bookstores. ● Lack of State funding for research. ● Lack of the necessary research infrastructure in Kosovo.

- We will offer a platform for department and students from other Universities to
- Donation from other publishers across Europe, such as Phaidon, Sternberg Press, Spector, focusing mostly on the cutting edge contemporary design and art publications.
- Partner universities of UBT can offer opportunities for research collaboration and exchange experiences.
- Papers, discussions, and critiques in design and art are highly needed and valued.
- Our students and academic staff regularly participate in art and design competitions, exhibitions, discussion panels and art festivals.

- Lack of IRBs/ECs (Ethics Committee), which would approve research that deals with human subjects.
- Lack of local research-specific magazines and journals in Albanian language where to publish.
- Lack of field-specific festivals where design and multimedia experiments, criticism , talks and discussions, research findings.

Infrastructure and resources

Standard 7.1. The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.

The main campus is home to the BA in Integrated Design which will benefit from social space for students, Computer Labs, specialized studios and study spaces. In terms of information technology, the department has a computer laboratory equipped with 52 computer PCs and notebooks. Additionally, the institution also operates a Learning system for supporting learning and teaching activities. To provide comfortable and easy access to all virtual tools and info environments of the department there will be a LS Page which will open automatically and present all information related to modules, email, mailing lists etc. The students will also be able to access the information on lecture times and venues during the entire year.

A user account in the department's server will be created for each student as soon as they enter their studies. Communication between different courses will be done mainly by mailing lists and which will allow communication with fellow students, members of the teaching staff and student body. Monitoring of learning outcomes and professional development of students will be done through the e-Portfolio environment. The department will have access to one of the most modern and equipped Libraries in Kosovo. The library catalogue with information on books related to its subject of studies is presented in the Library sub-section. Students will also be able to use several electronic scientific and educational databases.

Fashion Studio and Workshop are equipped with professional sewing machines, industrial iron, tailor mannequins, pattern cutting tables, as well as other necessary tailoring equipment.

The Loan Shop provides students with a range of equipment to be loaned to students to support them in their production and exhibition projects. Loaned equipment is available for short periods of time at no cost to the students. Students have the opportunity to book online the equipment they require. Trained and experienced staff are available to advise on all equipment, such as:

- Digital projectors, flat screen, and box monitors;
- DSLRs, video cameras, and tripods;

- Laptops with Creative Cloud Suite;
- Ladders and tool kits;
- Speakers and sound equipment;
- Lighting equipment;
- Plinths.

Labs and workshops:

UBT meets the standards of productions with studio workshops for BA students

All the studios meet:

- Health and safety standards
- Trained and experienced technical staff
- Induction and student orientation for each of the labs

Standard 7.2. There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.

The department financial allocation models will mirror the funding systems used in the sector where possible, but will be moderated through the Strategic Plan objectives. The existing financial incomes model aims at striking a healthy balance between sources of income. While investors' capital investments were essential in infrastructure development, the operation of programmes, research and staff development will have to rely significantly on student tuition fees.

BA Integrated Design (Main Campus): Projected Income 2021-2023			
	2021	2022	2023
Student Fee	360,000	102,000	168,000
Projects	36,000	102,000	168,000
Services	54,000	58,000	102,000
Donations	18,000	36,000	54,000
Total	468,000	808,000	1,364,400

In the upcoming three years the institution expenditure plan priorities programme operation, staff retention and recruitment, initiation of applied research and improving student services.

BA Integrated Design (Projected Expenditure) 2021-2023			
	2021	2022	2023
Staff expenditure	234,000	404,000	682,200
Recurring maintenance	23,400	40,400	68,220
Capital investments	46,800	80,800	136,440
Scholarships	23,400	40,400	68,220
Research expenditure	93,600	161,600	272,880
Other expenditure	46,800	80,800	136,440
Total	468,000	808,000	1,364,400

Standard 7.3. The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years:

Owned or rented premises suitable for the educational process;

b) laboratories owned or rented, with adequate equipment for all compulsory disciplines as per curriculum, whenever analytical curriculum includes such activities;

c) adequate software for the study disciplines included in the curriculum, with a license to use;

d) library equipped with reading rooms, group work rooms and own

Book stocks for the disciplines included in the curricula.

UBT management tracks the needs for adequate spaces, inventories, teaching and learning spaces, computer services, software, libraries and reading rooms on each campus that are necessary for activities as per curricula and syllabi. The software used is that of the general Microsoft - Office suite, SAP (authorized licenses), EXPERT accounting software, SPSS data processing software, Stata etc. They are available at UBT premises. Libraries are established within the facilities and available areas.

Standard 7.4. The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.

UBT has a modern infrastructure which is comprised of many campuses and other facilities, which provide the necessary space for studying and research. UBT has a very resourceful library with literature from various fields of study and beyond. UBT also offers its students full access to libraries and electronic academic platforms such as J-store, EBSCO, UBT Koha, Sage Journals, which provide students and staff the opportunity to be up-to-date with the recent developments regarding academic affairs.

UBT has developed a unique platform for our country such as the Knowledge Center which, besides serving to students, also serves to the community and other stakeholders for the publication, preservation and management of scientific papers and other projects that are developed within the academic community, staff and students in general.

In addition, these facilities are quite necessary for the staff concerning the administrative aspect and they foster interrelation between student and the academia.

UBT has been part of numerous European Union Projects, aiming to raise its infrastructure. As a result of this collaboration UBT has succeeded in earning projects respectively in; Efficient Energy, Mechatronics Laboratory, GIS Laboratory, Design Studio, Computer Science Lab, TV Studio etc. Along with a wide range of modern infrastructure and facilities, UBT meets the demands in compliance with the most innovative trends required by the international trends.

UBT facilities are spread to different locations as: Campus in Pristine, Innovation Campus in Lipjan with total of 37132m² dedicated to Amphitheaters, Laboratories, Classrooms, Studios, Library, Dental clinic, Clinical room, Advisory Center, Translation Room, Reading hall and offices. In addition, part of the new facility of 27000m² will be used as a dormitory, based on the requests made and the needs presented over the years for students who come from regions that need long-term housing.

Also, branch in Prizren for the year 2021/22 will be expanded with the innovation park with area of 13042m², which mean the total UBT infrastructure will be increased to 50174m².

Space and Facilities:

UBT Campus

	surface m ²	capacities number
Amphitheatre	665	440
Laboratories	996	400
Classroom	1155	735
Studio	40	20
Library	415.8	0
Workshops	335	35
Student Support Clinics	172	53
Advisory Centre	20	3
Translation Room	8	3
Reading hall	240	80
Office	154.85	30
Annex		
Studio	127	90
Classroom	107	80
Classroom	52	30
Studio	53.5	30
Studio	93.5	50
Studio	102.9	50
Recording Studio	15.6	14
Music Studio	51.3	18
Orchestra	27.5	18
Office	10.2	2
Studio	11	5
Others (Hallway, toilettes, mini-depo, etc)	270.97	
Total	5124.17	2186

Library:

UBT has an established library infrastructure for students, housing over 250,000 books, resources, and services to support their learning and research.

The library has a wide range of new collections, services and facilities supporting the courses taught in our BA program including books, magazines, journals, online research platform research, as well as more than 1,000 art and design books donated from Phaidon Press. Library not only serves as a research center but also as an ideas incubator.

The ground floor of the library is dedicated to group study, individual study, research, as well as for returning books. Facilities include an open access computing area, and multi-function printing/scanning/photocopying devices.

e-resources:

E-resources provide our students, department and staff with access to our comprehensive collection of resources including database and e-journal.

UBT Gallery:

The UBT Gallery provides an excellent space for student shows. Run by our students where their work is showcased. This is an exciting way for our students, staff and alumni to grow their portfolios and increase exposure. Product design, fashion design, art works and installations, graphic design, video and multimedia projects, are all featured in order for our students to gain gallery space experience. Yearly summer external collaborations with international design universities and UBT Gallery open the doors for ongoing co-operations.

Standard 7.5. The education institution's libraries must ensure, for each of the study programs:

While the Integrated Design section at the UBT Library houses over 250,000 books, resources, and services to support their learning and research. It has a large selection of art and design literature, in order for quality research to be conducted there is a need for more resources such

as very specific artist catalogues, retrospectives art and design movements, theoretical and historical introductions on contemporary art and design.

In order to address this issue, the BA in Integrated Design works in close cooperation with the National Library of Kosovo which hosts a collection of over 12,000 books in their Contemporary Art and Design Collection. This special library, a donation from German institutions and private bibliophiles, consists of rare art catalogues on contemporary art, primarily of conceptual and post-conceptual art exhibitions, artist books, special books on design, and theoretical writings on art.

Other steps to enhance the material for artistic research is the ongoing call for donation from other publishers across Europe, such as Phaidon, Sternberg Press, Spector, focusing mostly on the cutting edge contemporary design and art publications and the artist books. UBT already secured a donation of more than 1,000 of the latest art and design books from Phaidon Press.

In order to draw the materials from local resources and to support the Albanian language publications that would contribute to the design and art research, UBT has begun work on digitalization of already published but unavailable (and out-of-print) books and articles. This will include digitalization of translated books and articles by writers such Frantz Fanon, Bertolt Brecht, Walter Benjamin, as well as others that are crucial in today's contemporary design and art discourse.

The BA in Integrated Design department organizes "Design Research Days" including international guests focusing on the status of theory and inquiry, as well as questions of social engagement in contemporary design and art practices. The papers are edited and published as Art and Design Annual Readers in bilingual language meant for the use by students and a wider audience.

Below is a list of some of the specialist Art and Design Books in our library:

<i>Library Code</i>	<i>Book Title</i>	<i>Date</i>
27872	FABRICS AND DRESS	2017-09-18
27888	THE MEANINGS OF DRESS	2017-09-18

45479	PATTERN CUTTING	2018-04-24
45480	DRAPING-THE COMPLETE COURSE	2018-04-24
45481	DESIGNING CLOTHES WITH THE FLAT PATTERN METHOD	2018-04-24
44276	PHOTOGRAPHY	2018-03-07
44694	THE COMPLETE DRAWING COURSE	2018-03-12
27486	ART OF THE WESTERN WORLD	2017-09-14
27487	PERSPECTIVES ON AMERICAN FOLK ART	2017-09-14
27488	PERSPECTIVE MADE EASY	2017-09-14
27494	THE STORY OF ART	2017-09-14
27495	THE SOCIAL HISTORY OF ART	2017-09-14
27496	DEFENSE OF ART	2017-09-14
27497	CHINESE ART AND CULTURE	2017-09-14
27498	THE REEMERGENCE OF THE FIGURE IN ART	2017-09-14
274501	A BORDER OF BEAUTY	2017-09-14
274502	COMPLETE GUIDE TO DIGITAL PHOTOGRAPHY	2017-09-14
274503	FINE ART TRANSPARENCIES	2017-09-14
274504	BILL VIOLA	2017-09-14
274506	HISTORIC COMMUNITIES	2017-09-14
274505	INVENTORS AND DISCOVERERS CHANGING OUR WORLD	2017-09-14
274507	SURREALISM THE DREAM OF REVOLUTION	2017-09-14
42428	THE IMPRESSIONISTS	2018-02-13
27501	A BORDER OF BEAUTY	2017-09-14

27592	CRAFTS	2017-09-14
27593	LEARNING TO LOOK	2017-09-14
27594	SCULPTURE IN WOOD	2017-09-14
27606	THE ART OF LANDSCAPE DETAIL	2017-09-14

Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.

UBT disability support aims to provide support for students with disabilities and to assist the achievement of educational goals. Students with physical disabilities and ongoing illnesses or short term illness or injury are required to register accordingly, on admission to the College to ensure they receive the appropriate assistance during their studies. As far as is possible, College staff endeavor to assist students with disabilities in meeting their full academic potential. UBT infrastructure has been certified as meeting the minimum standards for special needs students.

Performance Indicator 7.1. Formal plans are developed for the provision and improvement of infrastructure and resources, and the implementation and effectiveness of such plans is monitored on a regular basis.

The UBT strategy and the ID department strategy are aligned wherever common infrastructure can be shared, including human resources, laboratories, and infrastructure use wherever possible, to ensure efficiency. and effectiveness. With its built-in Quality Management expertise, the ID strictly monitors developments or sub-performances based on defined KPIs.

Performance Indicator 7.2. A senior staff member is assigned the responsibility for oversight and development of infrastructure and resources.

Decentralized staff management responsibilities are available at the ID department, relevant specializations in bachelor studies, to ensure oversight of:

- Staff management
- Infrastructure capacities / facilities
- Laboratories
- Logistics
- Administrative functions (career, international, marketing, student transfers, etc.)

Performance Indicator 7.3. The effectiveness and relevance of infrastructure and resources is regularly monitored through processes that include surveys of student usage and satisfaction. Infrastructure and resources are modified in response to evaluation and feedback.

Student surveys are conducted each semester to provide students with the possibility to address any concerns. The questionnaire is based on broad aspects of students' concerns, starting as follows:

- Academic staff performance (interactivity, lecturing skills, available for consultation, publishing Moodle materials, open to questions, etc.)
- Infrastructure (facilities, classrooms, textbooks, laboratories)
- Administration (from admission, SMIS, Moodle, Tutoring, career plan assistance, international opportunities, etc.).

SWOT analysis for the infrastructure and resources:

Strengths	Weaknesses
<ul style="list-style-type: none"> ● Possession of credible and strong financial plan, which contains clarifications in terms of source and consistency; ● The financial policy of UBT provides for all excess revenues to be reinvested in the educational process and infrastructure; ● The possession of financial policy, which addresses the risk of no break even for the program to allow for students to complete the program; ● The largest campus in Kosovo of 27,000 m² under construction modelled on a smart city concept. ● A strong, reliable, and easy to use electronic learning management system. ● Modern premises where the lectures take place and new modern, well-equipped studios where students conduct practical work. ● Large library with printed books and journals. ● Access to online journals and e-Learning platforms. ● Computer Labs ● Study spaces ● Fashion Studio and workshop ● Loan shop 	<ul style="list-style-type: none"> ● Possible low level of English language of some of the upcoming students from other Universities which would impact their use of books in the library which are mainly in the English language. ● Funding to keep the technology up to date. ● Maintenance costs for the equipment. ● Costs for the replacement parts for the equipment at the Loan Shop. ● Running costs for the upkeep and day-to-day operations of the labs. ● Lack of financial resources and reductions in state funding bring difficulties in achievement of goals. ● Rising fixed costs that contribute to the lack of available financial resources. ● The environmental assessment will be required to keep the University at the forefront of the changing dynamics within higher education.

<ul style="list-style-type: none"> ● UBT Gallery 	
<p>Opportunities</p>	<p>Threats</p>
<ul style="list-style-type: none"> ● Intensifying cooperation with other Higher Education Institution partners. ● Applying with innovative projects for new governmental funds (especially at the Ministry of Innovation which is newly established), as well as with domestic and international NGOs. ● Textbook management system. ● Community Outreach Programs through use of UBT facilities and trained staff in order to provide training, opportunities, and services to local communities. ● Using the Gallery, International Conference, Library, studios, and other University spaces and resources to host events with our external partners. 	<ul style="list-style-type: none"> ● New emerging technologies. ● Lack of funds form governmental institutions in innovation and infrastructure. ● Risk of re-procurement if vendors, such as the café, don't adhere to the agreed upon standards of excellence. ● Risk of equipment theft.

Annex: Course Description

Course syllabuses in electronic CD only. Separation of Syllabi advised by the Accreditation Agency.

