



SELF EVALUATION REPORT
BACHELOR IN ACTING

Introduction

Kosovo as an independent state contains 3% of the total population that will go to university studies almost every year. From our research we have seen great interest of young Kosovars, who want to deal with the acting profession and due to the lack of opportunities in this regard in Kosovo, highlighting a small number (8-10) who are admitted to the state university as a limited number, we have taken the initiative to apply for the acting study program, in order to enable those young people to continue their studies at UBT.

In this regard, UBT offers a new and sophisticated program for acting and new opportunities for hundreds of students to take the path of acting, studying in modern environments that offer an infrastructure with high European standards and beyond. After many years of experience in Higher Education, UBT in 2022 has a clear vision, opening the doors for the study of scenic and film art. It will be a real and unforgettable pleasure for us as founders to create this opportunity for the new generations, that twenty years ago, almost all theaters were emptied, and today they have reached twenty.

Also the film house is one of the employment opportunities for young people who will perform acting. Dozens of national and many other local televisions also have employment opportunities, where the actor's profile is required.

In this context, there is an increase in the production of films, series and other technological platforms, where the profile of the actor is also required. While the number of students has taken place in the shortcomings of the art industry, that UBT offers complementarity and quality in this field, while maintaining a clear goal of raising local culture and beyond.

It is worth mentioning Albania and a large part of Northern Macedonia. Montenegro and the part separated from the territory of Kosovo, such as Presevo, Medvedja, Bujanovac; will have the opportunity to continue their studies in acting at UBT, so that the Albanian cultural and linguistic activity continues in these areas as well.

Given these data, UBT has taken the initiative to apply for accreditation of a new program, acting program as a new opportunity for young people not only Kosovars, but also from the region.

In the Republic of Kosovo, the existing institution for the acting program is only a program at the Public University in Prishtina (UP), where there is a constant demand from the new generations, mainly from those after graduating from high school, and the demand for this direction goes to number 60 - 80 for each year, and UP admits only 8-10 students. Another existing reason is that other generations are also interested in studying in this study program because all state televisions in Kosovo, but also abroad, have requests for this program. In all our televisions there are artistic programs where all the participants in these artistic programs participate actors who have not graduated in Dramatic Art, and based on this fact which has existed since the post-war period in Kosovo, until now we are the only ones. with the offer of a program that will meet the demands of the labor market for this profession, and that through a study program with special specifications and in accordance with contemporary requirements for this profession.

Successes of individuals and working groups from our country, in the field of acting which are reaping great success on the international stage, being rewarded with important awards in various festivals and achieving our country, the Republic of Kosovo to be advertised through all over the world, but none of these individuals or working groups have adequate diplomas, especially for film, and in our program you will be given the opportunity of a bachelor's degree by realizing one, in addition to the possibility that they also have a bachelor's degree for stage. This proper direction needs and demands from the industry to produce graduate students in this field and professionalize in practice by using the resources that UBT College offers. We are in constant contact with the industry and their requirements are that every year they need at least 150 to 200 professionals in this field.

Program: Acting

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|---|-------------------|
| <i>Name of Institution</i> | BPRAL UBT College |
| <i>Faculty/Department</i> | Acting |
| <i>Main Campus and / or Branch</i> | Main Campus |

| | |
|---|-----------------|
| <i>Apply for a Branch Program</i> | No |
| <i>Name of the Study Program</i> | Acting |
| <i>The person in charge</i> | Ferid Selimi |
| <i>Accreditation/Re-accreditation</i> | Accreditation |
| <i>Level of qualification according to the NQF</i> | NQF Level 6 |
| <i>Academic degrees in diplomas</i> | BA Acting |
| <i>ECTS</i> | 180 |
| <i>Program profile (specialization)</i> | Acting |
| <i>Field of study according to ESAC</i> | |
| <i>Form of studies</i> | Regular Studies |
| <i>Number of places for study</i> | |
| <i>Minimum duration of studies</i> | 3 years |

UBT Admission

Admission to Acting Program

1. Mission and Administration of the Acting program

Standards 1.1. The mission of the study program is in line with the general mission statement of the institution.

The Bachelor Acting program provides students with detailed knowledge on the role of acting, film theater at the local, national and international level, so that students can develop their skills, respectively to manage the roles they will take on in different theatrical plays and as well as the problems they face while practicing the acting profession in the film.

The mission of this study program is to provide evaluation and progress towards the goal of the objectives of the study program and in line with the mission of UBT in the function of teaching, research and community service, and to provide students with knowledge, in order for them to be able to understand, interpret, explain and summarize the material of the subjects they teach, respectively the study program according to the compiled curriculum.

The mission is to provide a guide to the allocation of resources and key issues, such as various student services, teaching, learning, and projects or decisions related to the progress of the bachelor's degree program in acting, as well as policies of UBT in the capacity of Higher Education Institution.

UBT is one of the most responsible institutions and has the competence to provide a joint effort to help Kosovo build a new framework focused on the interoperability of existing acting study programs. Covering the shortcomings of images of theaters, cinematographies, televisions and productions for the infrastructure of acting and research play will significantly improve the understanding, discovery and treatment of various roles and characters related to acting in Kosovo and abroad.

Always based on the standards that KAA has foreseen for the well-being of a higher education institution, respectively of an education provider, the bachelor Acting Program has a clear, measurable institutional mission that reflects the uniqueness of the institution within the National System of Higher Education and within the European Higher Education Area.

The Bachelor Acting Program is aimed at imparting and disseminating theoretical and practical knowledge, so that students can successfully perform work in theaters or film

productions where they will work, performing all forms of communication both in their mother tongue and in other world languages.

This program is designed to offer a threefold combination of studies: essential practical skills, such as: familiarity with film theater, presentation of different characters, which means getting to know different types of people and understanding theater, and film; that students should possess as part of the Acting context. Given the aspects of the mission, which include strengths, weaknesses, opportunities and risks, the SWOT analysis shows the strengths and weaknesses..

Standards 1.2. Relevant academic and professional advice is taken into account when determining the intended learning outcomes which are in line with the National Qualifications Framework and the European Higher Education Area Qualifications Framework.

The program aims to be stimulating and to provide students with theoretical and practical knowledge to be able to work in various fields from the idea of the script to the final production of a theatrical, television or film product. Based on the standards of the Kosovo Accreditation Agency, the Institution has tried to meet all the criteria and standards required by this agency, always based on the three main pillars: teaching, research and community service. Based on a consultation process involving external and internal stakeholders, the institution's mission is defined and reviewed. This program enables students to collect, evaluate, and utilize information through the production of tetral projects, films, analysis, and television productions.

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

The Acting Program, offered to students at UBT, has been designed, taking into account the research of staff needs in the field of Acting in Kosovo. Due to the lack of staff in the field of theater and film in Kosovo, the program is fully based on the needs of the defined areas, hoping and believing that it will create trained staff, who will find their place in the market of theater, film and productions. a televisions in the country and beyond.

The performance offered in this study program is one of the indicators that the mission of the bachelor study program in Acting is clear, because it provides the assessment of progress towards the goals and objectives of UBT. The content of the study of the program, as well as the teaching methods are designed based on the Kosovo Qualification Framework and modeled on good practice suggested by experts and connoisseurs of higher education.

The Acting program is multidisciplinary and of great importance for artistic education and theatrical, Acting communication at the university level.

Acting is vital in learning the newest things that happen or will happen in society and communicating those developments and new things in society, as well as the approach to creating a directed image for almost all vital pores.

The main consensus arising from international practice is that Acting has the ability to present and represent different human characters of different social strata, different social classes as well as different ethnicities.

These include:

- Lectures
- Rehearsals from the previous lecture
- Discussions and analysis for the test
- Research
- Comparison with concrete examples
- Student visits through local theaters and cinemas and beyond
- Projects
- Problem-based learning
- Simulated learning.
- Artistic interpretations
- Artistic education

Field visits and practical placements are important features of the teaching and learning process. Opportunities for interactive learning are enhanced through project-based learning, case study analysis, visiting speakers, group work and e-learning.

The use of these teaching methods is enabled by a favorable teacher-student and classroom relationship.

Our emphasis on practical and relevant industry knowledge is a key feature of educational programs.

Study methods and course completion requirements are always defined in the course syllabus available to students prior to the start of the course.

Each course has a detailed syllabus, which outlines the topics to be covered during the course such as objectives, course content for each week, work organization, seminar requirements and individual work, provides a list of requirements and recommended readings and groups of participation with special rules of evaluation.

The Bachelor level program aims at the following objectives:

- To ensure that students are provided with the knowledge and skills of interpretation, explanatory skills and the ability to gather information, in order to try to practice safely and appropriately in their early career, providing a basic knowledge of Theater,

Production, Cinema, Cinema House and Television, as well as the principles of artistic communication on which their career will be built and developed;

- To ensure that graduates are familiar with the Code of Ethics and Conduct, the professionalism required and the practice of interpreting and explaining the situations in which they find themselves and reporting;
- To get acquainted with the characteristics of imaging techniques, the role of Acting in creating the image, both individually and as part of a coordinated regime;
- To provide an awareness of the importance of resource management in theatrical, cinematographic, Acting education education, as well as the costs and benefits of Acting;

Standards 1.4. There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These have been made public to all staff and students.

Based on the responsibilities arising from the Law on Civil Servants, the Law on Higher Education and the regulations of UBT, the responsibilities of the administrative staff are clearly defined in the job descriptions and match the qualifications of the individual, as well as the required requirements and criteria. for that position.

The academic staff of the institution is familiar with this mission of the institution, a staff that has been instructed and guided by an effective guide for the strategic planning, decision-making and functioning of the institution.

Based on the data collected during the daily, weekly, monthly, semester and annual work, the mission is reviewed periodically based on changing circumstances.

Since the activities are mixed, where the part of theoretical nature is related to the part of practical nature, the study program is designed to have 70% of the curricula with practical content, which means practice prevails, but theory is an integral part of it.

Students participate in a range of teaching and learning strategies that are designed to promote active learning. This has been made possible by a variety of teaching methods used by almost all providers of active learning.

Standards 1.5. All staff and students comply with the regulations of internal dealing with ethical conduct in research, teaching, and evaluation in all academic and administrative activities

UBT is one of the Higher Education Institutions that has paid and pays significant attention to the academic staff. This staff selected with relevant scientific degrees deals with the performance of student services, such as lectures, exercises, internships, colloquia, exams,

consultations, etc .. Thus, the academic staff of UBT, respectively the Acting program is a staff effective in terms of organizing lectures, exercises, exams, etc .. Therefore the Acting program works effectively and rigorously. Decision-making bodies such as the President of UBT, Director of Academic Affairs, Director of Quality, Director of Excellence, Director of Student Affairs, Director of Infrastructure, Secretary, Dean and Coordinator of the Bachelor study program ensure that the mission and strategic objectives reflect in detailed planning and activities. Therefore, these management bodies regularly review their effectiveness and at the same time develop and implement plans to improve the way they function.

In accordance with the Law on Higher Education of the Republic of Kosovo, and in accordance with the administrative instructions as of other regulations for the regulation of higher education in Kosovo, UBT has a decision-making system and internal rules of procedure in accordance with current legal provisions.

The administrative staff ensures that the necessary actions in their area of responsibility are taken effectively and in a timely manner, anticipating issues and opportunities.

Administrative staff encourages collaboration in achieving institutional goals and objectives in their areas of responsibility, provides leadership, and encourages and rewards the initiative of team members.

The administrative staff works in collaboration with colleagues in other sections of the institution to ensure the overall functioning of the organization.

The criteria and electoral processes of decision-makers and other elected positions have emerged from the legal provisions in force and are clear, transparent and included in the regulations of UBT.

A democratic, transparent and non-discriminatory electoral procedure is applied at UBT, which does not restrict the right of students to represent and be represented. This implies that special emphasis is placed on student structures. Their representatives are members of all decision-making, executive and consultative bodies.

UBT senior management, including the president, academic director, director of quality, director of excellence, director of student affairs, secretary, program dean and coordinator, are not involved in the process of selecting student representatives.

The mechanism for the election of student representatives is made and is done on the basis of instructions and legal provisions in force, as well as respecting the internal regulations of UBT.

Always, based on the Law on Higher Education and the Administrative Instruction, UBT has established committees, including members of the governing body, academic and administrative staff, students and external stakeholders, to give a detailed consideration to responsibilities. key such as finance and budget, personnel policies, strategic planning, quality assurance, etc ..

In all committees-subcommittees, as well as in other governing bodies, student representatives make up at least 25% of all decision-making, executive and consultative bodies. Therefore, this rule will be applied in the program of Bachelor studies in Acting.

Standards 1.6. All policies, regulations, terms of reference and statements of responsibility regarding the management and distribution of the program are reviewed at least once every two years and are amended as necessary in the circumstances of the change.

All responsibilities of decision-making bodies are defined in such a way that the respective roles and responsibilities for general policy and accountability, senior management for administration and academic decision-making structures, are clearly distinguished and they are followed in practice according to the UBT- as a Higher Education Institution. The aim of the Acting program is to:

- to ensure that students are acquainted with the Code of Ethics and Conduct, with the required professionalism, and with the practice of interpreting and explaining the situations in which they find themselves and which ones they create;
- to get acquainted with the characteristics of image techniques, the artistic role in the creation of the image, both individually and as part of a coordinated regime;
- ensure the use of appropriate referral criteria and professional and ethical guidelines, appropriate case research and interpretive skills for broader emergency research;
- to ensure that students are fully aware of their legal responsibilities in relation to following and reporting on various social and life events;
- to provide an awareness of the importance of resource management in artistic education as well as the costs and benefits of Acting;
- to provide an awareness of the developments of Acting, which can be foreseen to be part of the practice in their future career;
- to support university learning in the rest of the communicative curriculum, using the power of images to clarify the circumstances of the event as well as the behavior of television.
- to increase the Acting profile, as a career choice.

| Outcome Indicators | | | | | |
|---------------------------|--|-------------|-------------|-------------|--|
| | | 2022 | 2023 | 2024 | |
| 1 | Total number of students (Active) | | | | |
| 2 | Annual Students Intake | | | | |
| 3 | Students as a % of total number of Kosovo students | | | | |
| 4 | Students as % of total private HE students | | | | |
| 5 | Number of international students | | | | |

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|--------------------------|--|--|--|--|--|
| 6 | Number of graduates | | | | |
| 7 | Student progression rate | | | | |
| 8 | Student drop-out rate | | | | |
| 9 | Average student achievement grade | | | | |
| Process Indicator | | | | | |
| 1 | Student % satisfaction rate | | | | |
| 2 | Graduate % employment rate | | | | |
| 3 | Staff-student ratio | | | | |
| 5 | Student – physical space ratio | | | | |
| 6 | Computer-student ratio | | | | |
| 7 | Number of books | | | | |
| 8 | Number of journals accessible for students | | | | |
| 9 | Number of student mobility's | | | | |

Performance indicator 1.1. The institution has set Key Performance Indicators (KPIs) at the level of the study program. The data provided are reviewed at least once a year with the overall performance reported to the decision-making structures.

The Acting Program at UBT complies with all regulations governing higher education. All data from the number of students, teaching hours, exercises, exams and student achievement results will be reviewed for each semester. This data will be reported to the Program Councils, the Directorate of Academic Affairs and other decision-making structures.

Performance indicator 1.2. The systems are established for central registration and analysis of course completion, program progress, completion rates and program evaluations, with summaries and comparative data automatically distributed to senior administrators and relevant committees at least once a year.

UBT has established central registration systems and conducts course completion analysis. Program progress, completion rates and program evaluations will always be monitored by decision-making bodies, making comparability, and passing this data to the relevant committees for each semester. Syllabus compatibility and analysis of student achievement and passing is done

Performance indicator 1.3. Policies and procedures include actions to be taken to address situations where student achievement standards are inadequate or assessed inconsistently.

Based on the standards that KAA has foreseen for the well-being of a higher education institution, respectively of an education provider, the Aktrim bachelor program has a clear, measurable institutional mission that reflects the uniqueness of the institution within the national higher education system. and within the European Higher Education Area.

The Bachelor Acting program will be aimed at providing and disseminating theoretical and practical knowledge, so that students can successfully perform work in the organizations where they will work, performing all forms of communication in both native language and other world.

Performance indicator 1.4. Statistical data on indicators, including class distributions, progress and completion rates, are maintained in a centrally accessible database and are reviewed and reported regularly in periodic program reports.

All statistical data on performance indicators are collected by the program manager, stored in electronic and physical form, collected and stored in the Office of Student Affairs and the same are reported to the Directorate of Academic Affairs. This data is easily accessible, and it is reported to the decision-making bodies for each end of the semester.

Performance indicator 1.5. The concept of gender justice and the promotion of equal opportunities for students in special situations such as, for example, students with health-related disabilities, students with children, foreign students, students with an immigrant background and or students with disadvantaged in education. is put into practice at the level of the study program.

In the Acting bachelor program, all social and gender groups have the opportunity to register and attend studies. We do not have internships with foreign students or immigrants or disadvantaged families, because it is a new program that tries to be accredited. But it is foreseen that scholarships will be allocated for students coming from disadvantaged families.

SWOT Analyse

| <i>Strengths</i> | <i>Weaknesses</i> |
|---|--|
| <p>The mission statement covers the competencies required for the domestic and international labor markets;</p> <p>The mission of the program defines the comprehensive framework, which deals with all educational aspects of UBT and the program.</p> <p>The study program has a high comparability with similar study programs in the EU.</p> <p>Proven experience in higher education.</p> <p>Internationally and nationally qualified academic staff</p> <p>Multiple international cooperation with European and US Universities.</p> <p>Modern infrastructure</p> <p>Updated library with extensive English and Albanian textbooks.</p> <p>Continuous participation in international projects</p> <p>Active participation in research projects and publications: The mission statement covers</p> | <ul style="list-style-type: none"> ● Insufficient time to realize the need to realize the best possible promotion of the program mission for excellent students and other stakeholders due to global pandemics ● Lack of ethnic diversity by the beneficiaries (students) of the program mission. Lack of support for state education education ● Insufficient state support for self-directed learning activities and extracurricular activities Lack of interdisciplinary as a new and innovative didactic concept; ● Information to determine whether the program is properly handling the resources allocated to carrying out its mission is insufficient. |

the competencies required for local and international labor markets;

Proven experience in higher education

Internationally and nationally qualified academic staff;

Excellent student support services;

The autonomy of the department / school / faculty to participate in the formulation of the mission statement and the development of the curricula 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 formulating / reviewing the program mission and developing and implementing curricula;

Request for funding from the state and donors for a qualitative review of the annual program;

Listening to students to get their proactive opinions about the formulation of mission statements;

An assessment of the needs of developed EU countries for program professionals produced by UBT;

Brochures with summarized interpretations of the program regulations, especially those with emphasis on ethics and presentation of the orientation course in which the summary interpretations of the regulations are given;

Opportunities

Threats

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|---|--|
| <p>Expand international mobility projects for academic and non-academic staff;</p> <p>Increasing international student mobility projects;</p> <p>Participation in international research programs;</p> <p>Cooperation with local and central institutions</p> <p>Increasing opportunities to serve the needs of European markets for qualified acting professionals;</p> <p>Increase contact with public institutions and other stakeholders to promote self-directed learning of program students and to increase the level of student service to the needs of society, community and humanity through extracurricular activities;</p> | <p>Evolving and shifting legal requirements in higher education • Declining demographic trends</p> <p>Continuous evolution and shifting of legal requirements in the higher education system</p> <p>Negative impact of government instability on the demand for higher education in Kosovo;</p> <p>Competition at low prices</p> <p>The private sector and other stakeholders in Kosovo are not fully aware that it is their social responsibility to take an active part in the formulation of study program mission statements, which have been created to respond to their needs;</p> <p>Social and student perception that education is just a tool for a job.</p> <p>Focusing public expectations on numerical (quantitative) achievements in implementing the program's mission versus qualitative achievements.</p> |
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2. Quality Management

Standards 2.1. All staff participate in self-assessment and cooperate with reporting and improvement processes in their field of activity.

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

At the Faculty level, the Faculty Council is primarily entrusted with the role of defending academic standards and making recommendations regarding academic matters. It primarily has the task of ensuring that academic policies related to teaching and learning are consistently implemented in all programs, at the same time, ensuring the implementation of the academic regulations set out in the Academic Council Regulation for University / Postgraduate Studies and the Manual of Quality Assurance.

The Quality Assurance Subcommittee regulates the evaluation of the academic and administrative service, 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, conducts periodic improvement and monitoring activities as well as academic program evaluation, student services, stakeholder engagement resources and policies.

The Dean takes responsibility for the overall provision of a quality service to stakeholders - students, staff and employers. It has a responsibility to ensure that academic quality assurance policies and procedures are in place, established and implemented to ensure that regulations and resources are in place to support the academic quality assurance system, the recruitment and selection of highly qualified staff. and qualified. The Program Administrator and the Student Support Officer The Secretary-General and the Head of Student Aid Services have the responsibility to ensure that their internships and operations are delivered in accordance with the highest standards. Heads of departments and clinical services have a responsibility to ensure that the Guidelines of the Faculty Council and the Quality Sub-Committee are implemented in accordance with internal standards for teaching and learning.

Standards 2.2. Evaluation and improvement planning processes are integrated into normal planning processes.

The Faculty's approach to improvement is based on an ongoing accountable process that seeks to improve outcomes. The faculty identifies its stakeholders (students, staff, internal and external stakeholders), the main processes involved in the implementation of programs and services for students. The next step involves evaluating performance against defined policies and objectives and identifying gaps and shortcomings. The final step includes a report and recommendations for the Improvement Plan on activities and policies that can be taken to address the identified challenges.

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

The quality assurance of the Faculty is based on the continuous review of practice, the experience of all staff involved in the implementation of quality assurance policy, management and administration of academic provisions. The system also reflects recent good practice initiatives within higher education, including developments at the institutional level of UBT, Guidelines from the Academic Council, UBT Quality Assurance Committee and Quality Manager. Ongoing feedback from staff, students and external stakeholders, including external examiners and strategic partners, as well as review of results from institutional and programmatic self-assessment processes and feedback have mainly contributed to the development of practice. The general quality assurance policy and procedure is based on the recently updated UBT Quality Manual. Quality assurance processes are designed to improve service delivery and programs and include review of quality procedures, governance, faculty teaching and research, student admission, promotion and graduation, staff selection, recruitment and development, support services students, physical infrastructure and equipment and public information.

Standards 2.4. Quality assessments provide a summary of quality issues for the overall program, as well as the various components within it; assessments consider data, processes, and outcomes, paying attention to student learning outcomes.

Procedures for designing and approving new programs, courses, and modules are designed to ensure that a proposed program or modification is consistent with its mission, policies, and strategic plan, meeting an identifiable need for industry, business, or local community. dissatisfaction with the policies and procedures of the Kosovo Accreditation Agency, European Standard Guidelines and other best practices in the European Higher Education Area, the adequacy of academic breadth and depth with learning outcomes are consistent with levels of knowledge or competencies such as described by the Qualifications Framework in Kosovo, the maximum opportunities for students to access, transfer and advance and in accordance with the physical, human resources to offer the program.

Student Assessment Procedures - Assessment allows students to determine what and how well students are learning. The purpose of conducting student assessment procedures is to ensure that the College uses assessment methods that are fair, consistent and transparent, in accordance with the standards set by the KAA or other assessment bodies, in accordance with standards related to The National Qualifications Framework, evaluate students' learning in the program, are they effective in measuring the achievement of the desired learning

outcomes of the program, provide students with opportunities to demonstrate the application of knowledge, skills and attitudes and provide feedback for students to help them improve their performance.

Procedures for continuous program monitoring - The purpose of these procedures is to ensure that systematic processes exist and are managed in order to collect and analyze information supporting ongoing program improvement, to monitor student achievement in relation to stated learning outcomes programs and evaluate the effectiveness of program evaluation mechanisms, a quality culture is created within the College both staff and students, so that stakeholders are aware of their roles and responsibilities in relation to the quality of the program, to support comprehensive periodic reviews of the institution and faculties.

Program evaluation procedures - The institution conducts regular periodic evaluation of programs once every three years. This procedure is implemented as part of the accreditation process and is essential to ensure that the offer is dedicated to the needs of students and the labor market. The assessment process serves to review the learning outcomes of the program, the teaching methodology and the curriculum, assessment and its subjects. The evaluation process also reviews program outcomes, graduates, and industry and community impact. The process consists of the program self-evaluation, the program strategy, and the proposed document for review. The composition of the Program Self-Assessment Team is regulated by the Standard Operating Procedures and includes: Dean, Heads of Departments, two members of the academic staff, student representative, alumni representatives, program administrator, student services officer and industry representatives. The self-assessment process may also involve external experts.

Procedures for selection, appointment, evaluation and development of staff - Quality assurance procedures in the process of staff selection, evaluation and staff development are described in the Quality Manual. The procedure aims to ensure that the criteria and procedure for the selection of staff are fair and transparent and in accordance with the criteria set out in the Law on Labor and the Law on Higher Education. These principles that underpin the recruitment process are those of equity, credibility, equal employment opportunities and merit. Recruitment decisions are made in the context of an overall staffing plan that takes into account long-term academic and operational needs. The Human Resources Manager is responsible for developing, managing, evaluating and implementing the relevant selection, appointment and recruitment procedures.

Procedures for evaluating student facilities, equipment and services - The Quality Manual also describes the procedures for evaluating premises, equipment and facilities. The procedures relate to: auditing lecture rooms during winter and summer vacations to allow for repairs, adjustment and optimal conditions for the learning process, auditing of room use, procurement procedures for cleaning, catering, security and the maintenance process, the procedures for servicing and maintenance of the college premises in accordance with the evolving requirements and the teaching methodology. Procedures for evaluating student services include the following services: library and information services, computer services, student support services, technical services, communications. Responsibility for quality assurance in student services rests on the Quality focal point in the Student Services Office.

Standards 2.5. Quality assurance processes ensure that both required standards are met and that there is continuous performance improvement.

Specific insurance procedures are implemented throughout the life cycle of our programs to ensure superior and consistent product delivery. These can be summarized in several interrelated steps: (1) Stakeholder Engagement, (2) Faculty Strategy and Plans, (3) Faculty Management, (4) Teaching, Learning, and Research, (5) Practice Faculty Human Resources and Staff Development, (6) Public Information. The findings in the Annual Quality Assurance Report are summarized in an Improvement Plan for the following year in the Faculty Annual Plan.

Standards 2.6. Study data is being collected from students, graduates and employers; the results of these assessments have been made available to the public.

As part of the quality assurance process, the institution conducts regular study with students, staff and stakeholders. Survey data is collected, stored and processed in the institutional database. Advanced statistical analysis is performed to cover key concerns, trends, relationships, and other descriptive variables. The student survey aims to inform the institution if teachers are familiar with existing testing and examination methods and receive support in developing their skills, the criteria and assessment method are published in advance, the assessment allows students to demonstrate the extent to which the intended learning outcomes are achieved, students are given feedback if necessary, where possible the assessment is carried out by more than one examiner, the assessment takes into account mitigating circumstances, the assessment is consistent, is applied fairly and the grievance procedure of the student is located.

The staff survey aims to cover and ensure that the teaching and learning methodology respects and participates in the diversity of students and their needs, enables flexible learning paths, considers and uses different ways of delivery, uses a variety of methods pedagogically, regularly evaluates and regulates the ways 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 handling student complaints. It also tries to document the practices of the Faculty, whether those created and followed in a clear, transparent manner and the processes of staff recruitment and employment conditions, provides opportunities and promotes the professional development of the teaching staff, encourages study activity to strengthen the link between education and research and encourages innovation in teaching methods and the use of new technologies.

Standards 2.7. The results of the internal quality assurance system are taken into account for the further development of the study program. This includes assessment results, student workload investigation, academic success, and graduate employment.

The faculty conducts regular periodic evaluation of programs once every three years. This procedure is implemented as part of the accreditation process and is essential to ensure that the offer is dedicated to the needs of students and the labor market. The assessment process serves to review the learning outcomes of the program, the learning methodology and teaching of the program, its assessment and subjects. The evaluation process also reviews

program outcomes, graduates, and industry and community impact. The process consists of the program self-evaluation, the program strategy and the proposed document for review. The composition of the program self-assessment is governed by the Standard Operating Procedures and includes: Dean, Heads of Departments, two members of the academic staff, student representative, alumni representative, program administrator, student services officer, and industry representatives. The self-assessment process may also involve external experts.

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

The faculty compiles semester and annual reports to check and make regular evaluation of the programs. This procedure is implemented as part of the accreditation process and is essential to ensure that the offer is dedicated to the needs of students and the labor market. The semester and annual reports serve to review the learning outcomes of the program, the learning methodology and teaching of the program, its assessment and subjects. Program outcomes, graduates, and industry and community impact are also reviewed and compared. The semester and annual reporting process consists of statistics, such as hours held, student attendance, exams, passing, and program strategy. The compilation of program reports is regulated by the Standard Operating Procedures and its compilation includes: the Dean and the coordinator of the Faculty.

Standards 2.9. Quality assurance arrangements for the program are regularly evaluated and improved.

The faculty conducts regular internal and external audits to ensure that its governance and quality assurance policy is effective and ensures continuous improvement. The procedure includes: internal audit by the Governing Body, periodic review of the institutional audit and evaluation of the quality of management. The internal audit process is implemented by international audit institutions and covers all activities of the institution: human resource management, risk management, MIS, tariff collection and registration, computer audit and internal communication.

Standardi 2.10. Analiza SWOT

| Strengths | Weaknesses |
|---|--|
| Structured hierarchy for quality control and program advancement (internal and external verification for the program) | Self-esteem as a new concept may lack self-criticism by professors in the short term |
| A very comprehensive rating system | Lack of evaluation of volunteer work with ECTS |
| Program monitoring and evaluation activities include academic staff, students, and management | Individual vocational training is not recognized |

| | |
|--|--|
| <p>Involvement of students in self-assessment working groups</p> <p>Plan The Quality Improvement Plan includes interrelated steps</p> <p>Budget evaluation from the point of view of achieving learning outcomes</p> <p>Various periodic evaluation tools for quality evaluation and data confirmation</p> <p>High number of qualified permanent staff</p> <p>Extensive experience in quality management and control</p> <p>Good student representation within the faculty management structures (Faculty Council)</p> <p>Internal and external audit as part of the ISO standard</p> <p>Existence of mentors for students for individual guidance</p> <p>Existence of a system that connects student work with student counseling</p> | <p>The tendency of staff, graduates, students and representatives of the media sector to show only the strong points, but there is no lack of skill in identifying weaknesses</p> <p>Non-existence of analytical system that analyzes the relationship between the results of the entrance exam and progress during studies</p> <p>Lack of outgoing interview with students leaving the program</p> |
| <p>Opportunities</p> | <p>Threats</p> |
| <p>A better cooperation between UBT and Industry</p> <p>Awareness raising and involvement of academic staff in quality assurance processes</p> <p>Raise the awareness of academic staff to achieve detailed learning outcomes</p> <p>Inclusion of the contribution of social responsibility in the annual self-assessment of the professor</p> <p>Increase the participation of students, graduates, staff and industry in surveys</p> <p>Cultivate organizational culture within the program for continuous curriculum improvement</p> | <p>Lack of consistent legislation.</p> <p>Lack of adequate funding from state and financial difficulties of the private sector.</p> <p>Resistance by a part of the academic staff in the short term to conduct constructive self-assessment of their teaching and pedagogical skills and achievement of learning outcomes.</p> <p>The part of social responsibility for the implementation of the program mission is a new concept and is not fully embraced by all external actors in Kosovo.</p> <p>The accreditation authority may be hesitant about continuously improving</p> |

| | |
|---|---|
| <p>Development of an analytical system that analyzes the relationship between the results of the entrance exam and progress during studies</p> <p>Application of semi-structured quality interviews in the Quality Assurance Office</p> | <p>and reviewing the curriculum with opinions expressed by students.</p> <p>Students may be reluctant to give an effective response to student hearings</p> |
|---|---|

303. Academic Staff

Standards 3.1. Candidates for employment are provided with complete job descriptions and conditions of employment.

| <i>Nr</i> | <i>Name and Surname</i> | <i>Qualification</i> | <i>Contract duration</i> | <i>Professor rate</i> | <i>Learning %</i> | <i>Admin%</i> | <i>Research%</i> |
|---------------------------------------|-------------------------|----------------------|--------------------------|-----------------------|-------------------|---------------|------------------|
| <i>Staff engaged in Acting</i> | | | | | | | |
| <i>1</i> | Armond Morina | MSc | Open | Part time | 50 | 20 | 30 |
| <i>2</i> | Ulpijana Aliaj | MSc. | Open | Full time | 40 | 40 | 20 |
| <i>3</i> | Besnik Skenderi | Dr. Sc. | Open | Full time | 30 | 30 | 40 |
| <i>4</i> | Korab Shaqiri | Dr. Sc | Open | Full time | 30 | 20 | 50 |
| <i>5</i> | Bekim Sele | Dr. Sc | Open | Full time | 40 | 20 | 40 |
| <i>6</i> | Fatlume Bunjaku | MSc | Open | Full time | 50 | 20 | 30 |
| <i>7</i> | Ferid Selimi | Dr. Sc. | Open | Part time | 30 | 30 | 40 |
| <i>8</i> | Fiona Gllavica | MSc. | Open | Full time | 50 | 20 | 30 |
| <i>9</i> | Gjylie Rexha | Dr. Sc. | Open | Part time | 40 | 30 | 30 |
| <i>10</i> | Alban Zogaj | MSc | Open | Full time | 40 | 30 | 30 |
| <i>11</i> | Adelina Thaçi | MSc. | Open | Full time | 40 | 30 | 30 |
| <i>12</i> | Englantina Bilalli | Dr. Sc. | Open | Full time | 30 | 20 | 50 |
| <i>13</i> | Ilir Prapashtica | MSc | Open | Full time | 50 | 20 | 30 |
| <i>14</i> | Naser Rafuna | Msc | Open | Part time | 50 | 20 | 30 |
| <i>15</i> | Zymer Veliu | MSc. | Open | Part time | 50 | 20 | 30 |
| <i>16</i> | Orhan Kerkezi | MSc. | Open | Full time | 40 | 30 | 40 |
| <i>17</i> | Votim Hanolli | Dr. Sc. | Open | Full time | 40 | 30 | 30 |
| <i>18</i> | Robert Nuha | MSc | Open | Full time | 30 | 40 | 30 |
| <i>19</i> | Gazmend Nela | MSc | Open | Part time | 30 | 30 | 40 |
| <i>20</i> | Xhevdet Doda | MSc | Open | Full time | 50 | 20 | 30 |
| <i>21</i> | Xhevahire Millaku | PhD | Open | Part time | 30 | 30 | 40 |
| <i>22</i> | Rita Krasniqi | MSc | Open | Part time | 30 | 40 | 30 |

| | | | | | | | |
|----|-----------------|--------|------|-----------|----|----|----|
| 23 | Ilir Kabashi | MSc | Open | Part time | 30 | 40 | 30 |
| 24 | Rrezon Krasniqi | PhD(C) | Open | Part time | 40 | 30 | 30 |

Standards 3.2. Teaching staff must comply with the legal requirements regarding the profession of teaching positions included in the Administrative Instruction for Accreditation.

Teaching staff is selected on the basis of quality assurance. Staff evaluation and development are described in the Quality Manual. The procedure aims to ensure that the criteria and procedure for the selection of staff. There are always efforts to ensure that the selection is fair and transparent and in accordance with the criteria set out in the Law on Labor and the Law on Higher Education. These principles that underpin the recruitment process are those of equity, credibility, equal employment opportunities and merit. Recruitment decisions are made in the context of an overall staffing plan that takes into account long-term academic and operational needs. The Human Resources Manager is responsible for developing, managing, evaluating and implementing the relevant selection, appointment and recruitment procedures.

Standards 3.3. The academic staff does 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.

All the engaging work of the academic staff in Acting is regulated in accordance with the standards set by the internal regulation of UBT and the administrative instructions provided by the Law on Higher and University Education.

Standards 3.4. At least 50% of the academic staff in the study program are full-time employees and constitute at least 50% of the study program classes.

Based on the requirements and criteria submitted by KAA, UBT has tried to have 100% of the academic staff have a regular employment contract at UBT. All staff are full-time academic staff at UBT, and they cover all classes. For this specific program we have full-time academic staff covering 100% of the required staff and they cover 100% of the classes.

Standards 3.5. For each group of students (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 employee with a doctoral degree or the same title in the case of scientific, artistic / applied institutions.

At the level of Bachelor studies of the Acting program, UBT has hired three teachers, as program holders according to the requirements and criteria of KAA for accreditation. Holders of the program for every 60 ECTS credits are:

| Nr | EC TS | Staff Member: Name and Surname | Qualification |
|------------|--------------|---------------------------------------|----------------------|
| 1 | 60 | Alban Zogaj | MSc |
| 2 | 60 | Fatlume Bunjaku | MSc |
| 3 | 60 | Fiona Gllavica | MSc |
| <i>Tot</i> | 180 | 3 | |

Standards 3.6. Opportunities for additional professional development of the teaching staff are provided, with the special assistance given to any person in difficulty.

In the Acting program there is a good approach to send staff through various professional trainings, in forums close to the respective professions as well as the other opportunity for teachers to be helped to conduct in-depth studies in their respective fields. Numerous presentations of scientific and research papers are another help that teachers benefit from the help offered by UBT. There is a Staff Development Plan in the Acting Program, which has several main objectives and goals. This plan or framework takes care to improve staff knowledge, skills and behaviors, which will increase personal growth and effectiveness if individuals, and other groups, pursue its excellence, activities and strategies. The development plan will take care of and create operational platforms related to staff integration, which will be supported in advance by the Program strategy that envisages the professional development of staff. Aware that the teaching staff needs continuous excellence, this staff is accompanied or supported by a qualified, experienced and motivated staff.

Therefore, the Program is committed to:

- (a) resource staff development and requires departments to provide development plans as part of the financial planning process;
- (b) measure performance indicators against staff performance;
- (c) identify and provide selected and targeted development activities that support any institutional strategy and overall development of the Program.

Staff and teachers will also have support in e-learning activities, staff support in technology and knowledge transfer which is directly related to their difficulties in both modern and basic technology.

Standards 3.7. Responsibilities of all teaching staff, especially full-time, include engagement in the academic community, availability of student consultation, and community service.

The Dean ensures that workload distribution mechanisms are approved and implemented at the Faculty and made available to staff in accordance with the Faculty Council Policy. The general division of the individual load adheres to the following principles:

- (1) The mechanism is comprehensive, transparent, takes into account labor requirements and contributes to the efficient and effective implementation of resources,
- (2) The requirement to undertake research is a career expectation and over time will be properly balanced with other responsibilities of the academic staff including significant administrative responsibilities,
- (3) Deans assign teaching and other responsibilities based on the research data of the academic staff,
- (4) the workload is equal, reasonable and safe.

The division of labor is done in consultation with staff members and taking into account the skills and experience of staff members. Job allocation recognizes the employee's position within a study - learning connection. It takes into account the administration, research, service of employees for their professional discipline and service to the wider community. It also considers all aspects of teaching including course coordination, lectures, lessons, organizing and teaching performances and workshops, field trips, organizing internships, scoring assignments, and student supervision. The Dean is also responsible for ensuring that as part of the Annual Development Planning Process, the current and proposed staff workload is reviewed. Workload allocation information for each staff member is used as a source of information for promotion applications.

Standards 3.8. Assessment of academic staff is carried out regularly at least through self-assessment, assessment of students, colleagues and supervisors and takes place on a formal basis at least once a year. The results of the evaluation are made public.

The formal staff evaluation process under the Program supports the review of role performance, 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 operational responsibility development and career development. The purpose of the quality review process is to ensure that staff appraisal is conducted in accordance with UBT Staff Employment, Performance and Progress Policy.

The year-end review is a report that creates a record of staff productivity in the areas of research, teaching, service and administration.

The Dean is responsible for conducting the initial evaluation of staff performance, using a numerical evaluation based on the point of distribution of efforts in accordance with the performance criteria set out in the Regulation on Staff Evaluation.

The Dean informs on the teaching performance of the staff from the Report of the Annual Quality Assurance subcommittee.

Information on staff research productivity is obtained from the UBT Research Department.

The Dean in the evaluation process considers staff enterprises as part of the Staff Development Plan, staff self-evaluation. The initial evaluation is sent to the staff member for comments and discussions. The Staff Evaluation Report is sent to the Program Council and the UBT Academic Council Committee for Staff Selection, Promotion and Evaluation.

Standards 3.9. Quality improvement strategies include improving teaching strategies and the quality of teaching materials.

The Acting Program, having a trained staff in all relevant fields, is committed to work intensively with professors committed to increase quality in the framework of the strategy for improving the quality of teaching, and to ensure that the quality of teaching has its effects on the implementation of the methodological side and is also committed to the teaching materials to be in the service of students and that their distribution will be done in accordance with the criteria set out in the course syllabi.

UBT for the Acting program provides basic materials to advance the student's knowledge and ensures that its staff is active and involved in all developments within UBT and abroad.

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

All UBT staff and the rest of the staff related to teacher retirement are in compliance with the labor law, the law on higher education and the administrative instructions provided for these positions.

Performance indicator 3.1. Teaching staff are encouraged to develop strategies for improving their teaching and to keep track of evidence of assessments and strategies for improvement.

In the Media and Communication program, teaching takes place through lectures, seminars, case studies, consultations, mentoring, fieldwork, course evaluation, exams, diploma thesis production and oral presentation.

In all these academic criteria the student's work is in the center of attention, because it is constantly followed and monitored according to the evaluation of points and his commitment, whether in class or participation in other levels outside the Program, eg, internship in Theater, in cinema-studios, television studios and the practical part in kinostudio.

The strategy for improving teaching is related to the other fact that the work of the staff is monitored and the professional teams and the frequent surveys done by the students themselves.

Performance indicator 3.2. Teaching skills training programs are offered to new and continuing teaching staff, including those with responsibilities for part-time teaching; these include the effective use of new and evolving technology.

UBT pays special attention to the performance related to the various and numerous trainings that are organized within the Program, whose main goal is to train the staff with the use of modern technology, which is directly related to the many techniques and studios that UBT possesses.

The staff of the Acting program will constantly have contacts with external experts and influential people in the field of media and this practice will be applied in a part of the teaching process, engaging experts in the field of Acting in partial lectures, so to acquaint students with the experiences of those who have made a name for themselves and useful work in the field of acting.

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

All the work of the teaching staff is constantly monitored and in real time the quality indicators are made public.

The teaching staff is obliged, based on the regulations and employment contracts, to work continuously and to improve the quality side, being continuously related to research, study and scientific presentations.

Participation in local and international conferences, publications in the country and abroad, then the involvement of staff in the design of programs and their research in certain areas, surveys and research on specific issues related to socio-economic, social, political, cultural activities, media, etc., are an integral part of the staff, which are monitored by special teams within the acting program.

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

The results of the evaluation of the academic staff are vital for the quality indicators, because they contribute to the overall result within UBT. The Acting Performance Assessment Framework has been developed, which provides access to the theoretical and practical work of teaching staff. Normally this performance and evaluation of staff work is also used for various promotions, such as publications and conference papers in special books published by UBT and at the same time the UBT hierarchy takes into account and is based on these evaluations. also for the renewal of teaching staff contracts.

SWOT Analyse

| Strengths | Weaknesses |
|---|--|
| <p>Competent academic staff for the Acting program; Positive climate among the academic staff.</p> <p>Feeling safe at work.</p> <p>A stimulating environment for academic and professional development. Strong international partnerships and a growing interest in overseas mobility.</p> <p>An academic staff that takes care of quality, student-centered teaching, with great peer-to-peer and student-staff communication;</p> <p>Academic staff very loyal to the implementation of the mission and vision of UBT</p> | <p>UBT is facing changing dynamics in higher education;</p> <p>Lack of professors within the program with full-time contract;</p> <p>No clear policy on at what age full-time part-time professors after the age of 65 can be used;</p> <p>Lack of mandatory clause in the contract, which makes it an obligation to learn virtual reality, in courses when applied by the advanced virtual reality technology EON implemented by UBT;</p> <p>As the research result is quantified in the Regulation on Awarding Academic Degrees and Promotion, the educational</p> |

Automatic renewal of contracts for academic staff every three years;

Ability of local academic staff to integrate with foreign Visitor professors;

Maintaining strong local faculty support from the Faculty of Foreign Visitors with intensive teaching sessions, seminars and research programs;

Visit of the Faculty Invitation Schemes for the auxiliary faculty that help the local faculty in enlivening the classrooms and further improving the teacher-student relationship.

Strong support system for new and young academic staff with pedagogical training provided at the Institute for Development of Education and Academic Affairs of UBT.

Adopt a very modern regulation for the award of academic degrees and promotion comparable to that of many EU universities in terms of quantity and quality standards.

Staff development policy links compensation to promotion with higher academic titles.

Staff load policy strikes a great balance between teaching, administration and research.

Individual development plans a portion of staff development plans and strategies.

Strict examination while promoting staff balance between research, pedagogical achievement and staff practice.

A system that takes into account the ethical performance of academic staff during promotion.

(pedagogical) contribution is not clearly quantified.

| | |
|--|--|
| <p>Sufficient number of non-academic staff supporting the needs of the academic staff.</p> <p>Decentralization of power for Faculty Councils in assessing the needs of the Faculty for new staff, which evaluation is done in appropriate time periods;</p> | |
| <i>Opportunities</i> | <i>Threats</i> |
| <p>The new program opens up opportunities for perspective and partnerships.</p> <p>Professional and academic support in research publications.</p> <p>Placing in the HRN system the best deepening for the professor.</p> <p>. Train virtual reality teachers in the first phase and then introduce a contract clause to make virtual reality learning a must.</p> <p>. Develop a policy of external funding applications to increase funding for more ownership positions.</p> <p>Continuous attendance of training by academic staff on teaching skills, innovative assessment methods, research skills and virtual reality skills should become an integral part of staff promotion mechanisms;</p> | <p>Lack of support for research from public institutions.</p> <p>Kosovo legislation on higher education is discriminatory against colleges in terms of promoting academic staff in general.</p> <p>Recognition of the foreign diploma process, regulation of residence and work permit requires time in Kosovo due to bureaucratic issues for foreign professors.</p> <p>Economic considerations for full-time foreign academic staff to pursue staff diversity are conditional.</p> |

4. Content of the Educational Process

Standards 4.1. The study program is modeled on the qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. Aspects refer in particular to academic or artistic competencies, the ability to obtain adequate employment, contributing to civil society and the development of students' personalities.

Based on the Law on Higher Education and the instructions of the KAA, UBT is committed to model the Bachelor in Acting program in such a way as to achieve the objectives of the qualification. This includes curriculum, course delivery, acquisition of professional skills, disciplinary competencies, and teaching methodology. Special attention has been paid to the

employment of staff with relevant scientific degrees, who make students come out prepared in the program they study.

Year 1, Semester 1

| Nr. | Subject | Lecturer | Course Code | ECTS | |
|-----|------------------------|--|-------------|------|---|
| 1 | Acting I | MSc Fiona Gllavica MSc Ilir Prapashtica | | 8 | O |
| 2 | Stage movements I | MSc Robert Nuha | | 5 | O |
| 3 | Diction I | MscFatlumeBunjaku | | 5 | O |
| 4 | Acting on screen | MSc Alban Zogaj | | 5 | O |
| 5 | Vocal Technique I | MSc Adelina Thaçi | | 4 | O |
| 6 | Professional English I | Dr.Englantina Bilalli | | 3 | E |
| 7 | Academic writing I | Dr. Ferid Selimi | | 3 | E |
| 8 | IT I | Dr. Besnik Skenderi | | 3 | E |
| 9 | Pantomime I | MSc Robert Nuha | | 3 | E |

Year 1, Semester 2

| Nr. | Subject | Lecturer | Course Code | ECTS | |
|-----|------------------|--|-------------|------|---|
| 1 | Acting II | MSc Fiona Gllavica MSc Ilir Prapashtica | | 8 | O |
| 2 | Stage movement | MSc Robert Nuha | | 5 | O |
| 3 | Diction II | MScFatlumeBunjaku | | 5 | O |
| 4 | Acting on screen | MSc Alban Zogaj | | 5 | O |

| | | | | | |
|---|------------------------|---|--|---|---|
| 5 | Vocal technique II | MSc Adelina Thaçi | | 4 | O |
| 6 | Aesthetics | Dr. Xhevahire Millaku Dr. Gjylie Regja | | 3 | E |
| 7 | Master of Body Plastic | MSc Robert Nuha | | 3 | E |

Year 2, Semester 3

| Nr. | Subject | Lecturer | Course Code | ECTS | |
|-----|------------------------------|--|-------------|------|---|
| 1 | Acting III | Msc Alban Zogaj MSc Naser Rafuna | | 8 | O |
| 2 | Stage Games | MSc Robert Nuha | | 4 | |
| 3 | Diction III | Msc Fiona Gllavnica Dr. Votim Hanolli | | 4 | O |
| 4 | Vocal Technique III | MSc Ulpijana Aliaj | | 4 | O |
| 5 | History of Drama and Theater | MSc Shkurte Aliu | | 3 | O |
| 6 | Stage Performance I | MSc Fatlume Bunjaku | | 4 | O |
| 7 | Make up | MSc Gazmend Nela | | 3 | E |
| 8 | Costume Design I | MSc Orhan Kerkezi | | 3 | E |
| 9 | Applied Music | Dr. Korab Shaqiri | | 3 | E |

Year 2, Semester 4

| Nr. | Subject | Lecturer | Course Code | ECTS | |
|-----|------------------|-------------------------------------|-------------|------|---|
| 1 | Acting IV | MSc Alban Zogaj MSc Naser Rafuna | | 8 | O |

| | | | | | |
|---|---------------------------------|------------------------------------|--|---|---|
| 2 | Master of Body Plastic | MSc Robert Nuha | | 4 | O |
| 3 | Diction IV | MSc Fiona Gllavica | | 4 | O |
| 4 | Vocal Technicians IV | MSc Ulpiana Aliaj | | 4 | O |
| 5 | Fight Scenes | CanPhD Rrezon Krasniqi | | 3 | O |
| 6 | Stage performance II | MSc Fatlume Bunjaku | | 4 | O |
| 7 | Psychology Art I | Dr. Bekim Sele MSc Ilir Kabashi | | 3 | E |
| 8 | History of Drama and Theater II | MSc Shkurte Aliu | | 3 | E |

Year 3, Semester 5

| Nr. | Subject | Lecturer | Course Code | ECTS | |
|-----|---------------------------------|---------------------------------------|-------------|------|---|
| 1 | Acting V | MSc Alban Zogaj MSc Xhevded Doda | | 8 | O |
| 2 | Production | MSc Fatlume Bunjaku | | 5 | O |
| 3 | Philosophy of Art | MSc Zymer Veliu MSc Fiona Gllavica | | 5 | O |
| 4 | Preparation for audition | MSc Ilir Prapashtica | | 5 | O |
| 5 | Movie script | MSc Orhan Kerkezi DR. Bekim Sele | | 4 | O |
| 6 | Sociology of culture | MSc Gazmend Nela MSc Rita Krasniqi | | 3 | E |
| 7 | Design of scene | MSc Orhan Kerkezi | | 3 | E |

Year 3, Semester 6

| Nr. | Subject | Lecturer | Course Code | ECTS | |
|------------|-------------------------|--------------------------------------|--------------------|-------------|---|
| 1 | Actrim VI | MSc Alban Zogaj MSc Armond Morina | | 6 | O |
| 2 | Production | MSc Fatlume Bunjaku | | 5 | O |
| 3 | Film and TV directing 1 | Msc Zymer Veliu Dr. Bekim Sele | | 4 | O |
| 4 | Diploma Thesis | | | 15 | O |

Standards 4.2. The study program is in line with the National Qualifications Framework and the European Higher Education Area Qualifications Framework. The individual components of the program are combined in a way that best achieves the specified qualification objectives and provide adequate forms of teaching and learning.

The BA program of study in the Acting Program is in line with the requirements arising from the National Qualifications Framework in order to meet the requirements of individuals and educational and training institutions. The program offers high quality in order to meet the criteria and standards set by the NQF.

Standards 4.3. Disciplines within the curriculum are provided in a logical flow and complement the precise definition and definition of general and specific competencies, as well as compliance with study programs and curricula submitted to ZEAL. At least 7 learning outcomes for the study program under assessment must be listed.

Graduates of the Acting program will have the following skills:

Played in theatrical, film, serial and TV shows

Communicate effectively in an artistic context

Apply ethical and legal principles of acting in theatrical or film performances

Enforce national and European law on Acting Theater

Critically evaluate published literature on acting, Drama, Film, and Television

Promote acting and work effectively.

Accept and offer professional evaluation

Make informed career choices

Engage in promoting acting and theatrical play at individual and collective levels.

Work in a team and be ready for professional and ethical responsibility in the exercise of their profession

Standards 4.4. Disciplines within the curriculum have analytical syllabi that include at least: discipline objectives, basic thematic content, learning outcomes, class distribution, seminars and application activities, student assessment system, minimum bibliography, etc. Full course descriptions / syllabi for each course should be attached only electronically to the self-assessment report for the undergraduate study program.

All syllabi meet the required criteria and they are checked and compatible. The syllabus includes the program title, semester, ECTS credits, course code, course content, purpose, objectives, teaching methodology, learning methodology, assessment methodology, tools used, and literature. You have the syllabi attached to the attachment (CD).

Standards 4.5. If the language of instruction is different from Albanian, measures are taken to ensure that the language skills of both students and academic staff are adequate for teaching in that language when students begin their studies. This can be done through language training before the start of the program.

Does not apply.

Standards 4.6. The student-teacher relationship is a partnership in which everyone takes responsibility for achieving learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their importance in student development.

Relationships between teacher and student are built on sound foundations, taking into account the interactivity during lectures and exercises and the learning outcomes are discussed with students based on the syllabus of the course.

Standards 4.7. Teaching strategies are suitable for different types of learning outcomes programs that are intended to be developed. The teaching and assessment strategies set out in the curriculum and course specifications are flexibly followed to meet the needs of different groups of students.

UBT has taken care to find and use the appropriate strategy to achieve the results. Given the expected student outcome, teachers follow the method of interacting with students as well as assigning assignments.

Standards 4.8. Student assessment mechanisms are developed fairly and objectively, are appropriate to the various forms of learning required, and are clearly communicated to students at the beginning of the course.

Student assessment mechanisms are fairly and objectively developed. Students are informed about the way of assessment through syllabi, through Moodle, through SMIS. Students are assessed according to syllabi accredited by KAA.

Standards 4.9. Appropriate, valid, and reliable mechanisms are used to verify standards of student achievement. The standard of work required for different grades is consistent over time, comparable to the courses offered within a program and compared to other study programs in the evaluated institutions.

Based on the rights of students who have been admitted and enrolled, UBT has created opportunities for the development of lectures, seminars and other learning activities for the highest benefit on their part. Students can also use the libraries provided by the institution. Students' knowledge will be continuously assessed throughout the course and at the end of each course, as defined by the Student Rules. The last class is in the form of numerical or descriptive presentation, specifying the level at which the student has mastered the

knowledge and skills defined by the proposed program for the given subject and the sum of all credit points achieved during the exam lectures.

| <i>Grade</i> | <i>Requirements</i> | <i>Points</i> | <i>ECTS</i> |
|--------------|---|---------------|-------------|
| 10 | The student whose knowledge and skills meet or exceed all the requirements for further successful completion of courses or practice of the profession | 90-100 | A |
| 9 | The student whose knowledge and skills meet all the requirements for further successful completion of courses or practicing the profession | 80-89 | B |
| 8 | The student whose knowledge and skills meet almost all the requirements for further successful completion of courses or practicing the profession | 70-79 | C |
| 7 | The student whose knowledge and skills meet most of the requirements for further successful completion of courses or the exercise of the profession | 60-69 | D |
| 6 | The student whose knowledge and skills meet the minimum requirements for further successful completion of courses or practice of the profession | 50-59 | E |
| 5 | The student, whose knowledge and skills, as defined in point 1 of this article above, do not meet the minimum requirements for further successful completion of courses or practice of the profession and has not achieved the minimum requirements | 0-49 | F |

Standards 4.10. Policies and procedures include actions to be taken to address situations where student achievement standards are insufficient or assessed inconsistently.

UBT, has drafted policies in accordance with European standards and procedures, based on the Law on Higher Education in order to ensure quality based on the objectives of higher education for the preparation, development, protection and transmission of knowledge and competencies acquired during studies, preparation of students for further independent study.

Standards 4.11. If the study program includes practical phases, the expected learning outcomes of the students are clearly specified and effective processes are followed to ensure

that the learning outcomes and strategies for developing that learning are understood by the students.

The internship phases are divided into ECTS credits and the work of students in internship training organizations is monitored through activity reports; students during the internship phases have appointed teachers from the academic staff in the study program.

The internship is realized through field work, in the relevant institutions (Theater, TV, Cinema, various theaters, cabaret, film houses, productions, etc ..) conferences, tables and the rest in terms of ECTS are regulated according to the program and ECTS credits.

The practical work is carried out in different institutions that UBT has cooperation agreements.

Standards 4.12. To facilitate the internship stages, the higher education institution signs cooperation agreements, contracts or other documents with practical training institutions / organizations / units.

UBT has realized several agreements with national televisions, such as RTK, KTV, RTV21, Klan Kosova, T7, RTV Dukagjini, etc. Also with local theaters; Kosovo National Theater and theaters of other cities of Kosovo. Students will continue their internship in these institutions. Once the internship is over, they have the opportunity to engage those who show good results, such as actors, moderators, program directors, cameramen, directing technicians, editors, etc ..

Performance indicator 4.1. The academic feasibility of the study program is ensured taking into account the expected entry qualifications, an appropriate curriculum design, the student workload that has been checked for reliability, as well as a sufficient number of examinations.

UBT, provides qualified staff, as well as rich curricula with exercises and research. Minimum guidelines for syllabus content are set by the Faculty Council. The minimum requirements that course supervisors meet include a brief description of the course goals and objectives, learning objectives, teaching and learning methods, loading of the course with ECTS and its distribution, course evaluation methods and literature.

Performance indicator 4.2. Teachers use new IT resources (e-mail, personal pages, topics, bibliography and other resources in electronic form and communication with students) and supporting materials, such as blackboards, small moving boards and video projectors.

Basic sources of lecture preparation are books from compulsory literature, supporting literature and other alternative sources, such as: research, research, conferences, seminars, work experience, various visual aids, such as: videos, tables, photographs, illustrations, etc. -library, e-literature, moodle, etc.

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

As students are evaluated by showing their learning performance through exams, teachers are also evaluated by students, including their performance in communication, teaching, knowledge of the subject matter, etc .

SWOT Analyse

| Strengths | Weaknesses |
|--|--|
| <p>New curriculum.</p> <p>Learning outcomes well designed, measurable and achievable.</p> <p>Curriculum created to develop the skills required for the subject.</p> <p>Developing ethics and professional action in a range of social, cultural and organizational contexts.</p> | <p>Social responsibility skills are not sufficiently strengthened in program learning outcomes.</p> <p>Information sessions on program learning outcomes are general and do not provide specific sessions on how to achieve learning outcomes.</p> |

| | |
|--|---|
| <p>A competency-based approach that focuses on the development of ethics</p> <p>Agreements with external institutions and facilities with great potential to enhance practical guidance and training.</p> <p>Adequate balance between lectures and practices.</p> <p>The curriculum supports the development of the researcher.</p> <p>Virtual reality teaching competence at UBT.</p> <p>The development of socially responsible personality at the UBT level is a great force.</p> <p>Information sessions on the learning outcomes of the programs at the entrance and before the beginning of the academic year;</p> | <p>Lack of designation of external examiners according to the Regulation on Evaluation and Administration of Examinations.</p> <p>Current assessment methods focus more on knowledge and less on results-based education (competency-based assessment) as defined by the existing Regulation.</p> |
| <p>Opportunities</p> | <p>Threats</p> |
| <p>Encourage students to be self-directed students throughout their lives (e.g., making the subject "lifelong learning" compulsory).</p> <p>Opportunity to test group work in the practical part of the environment by introducing the newest student system as the main assistant for the most advanced students.</p> <p>Possibility to add a comprehensive exam at the end of studies.</p> | <p>The development of teaching strategies has been adapted to the different learning needs of students.</p> <p>Problem-based learning takes time and can be challenging in the short term.</p> <p>Social responsibility skills need further awareness of all private and public sector actors in Kosovo, and such an ability to apply in practice may take some time in the future.</p> |

5. Students

Standards 5.1. There is a clear and officially accepted admission procedure at the institutional level that the study program respects when organizing student recruitment. Admission requirements are consistently and fairly applied to all students.

According to the MEST directive, there is a formal admission procedure at UBT levels which applies equally to all applicants regardless of program choices, age, gender or any other identity measure. Applications for BA are made online or directly at the university administration. The Student Support Office and the Student Career Center provide all aspiring students with all the necessary guidance and advice regarding their studies and possible services within the institution. Considering that the right to study is one of the fundamental principles of human rights, UBT is open and welcomes all interested candidates to study and advance their careers, which creates an opportunity for all to advance and gain the necessary knowledge and skills in order to create new qualities in life and at work as well. UBT also holds regular public meetings with high school students throughout Kosovo and conducts various information campaigns to introduce them to study opportunities, fees and university profiles. Each applicant undergoes an oral interview, is presented to a commission according to an audition that contains the admission criteria seeking interpretations such as: poetry, monologue, folk tales, songs or another part related to Acting.

Standards 5.2. All students enrolled in the study program possess a high school graduation degree or other equivalent study document, as required by the MEST.

To register at UBT, each candidate must meet the requirements of the "Law on Higher Education in Kosovo". To enroll in the Acting Program, students must apply with a high school diploma and therefore must have successfully passed the national high school graduation test. Students must also provide an official birth certificate (personal data). Knowledge of English is welcome, but students are further advised to improve their English language skills by using free online courses and related infrastructure or by taking English language courses provided at UBT Vocational School or similar institutions. Any official standard English test scores (such as TOEFL and IELTS) are encouraged to be submitted along with the diploma.

Standards 5.3. Study groups are dimensioned in order to ensure an effective and interactive teaching and learning process.

In the acting program, as in all UBT Programs, the academic year is organized into two semesters: the winter semester and the summer semester. The winter semester starts in October and lasts 15 weeks, of which 12 weeks students attend continuous study and 3 weeks are for individual preparations for passing the colloquia and final exams. Winter semester verification and summer semester registration takes two weeks.

Tuition in the summer semester starts in March and lasts 15 weeks, of which 12 weeks students attend continuous teaching and 7 weeks are for individual preparations for passing the colloquia and final exams. During the lectures the students will be divided into groups, so that each group will contain 20-25 students, while for exercises the groups are smaller, (4-5 students), so that all of them can participate in the learning process and interaction on how the teaching model develops.

Standards 5.4. Students' feedback on their work and the results of the assessments is given immediately and is accompanied by support mechanisms if necessary.

In the acting program, the student assessment method is done through continuous knowledge control through tests with alternative answers or final exams which demonstrate the progress and achievements of students in the respective cycle.

Assessment methods are clearly stated in the curriculum of each course, and each lecturer is free to organize assessment in different percentages of these issues.

Assessment items are defined as semifinals, quizzes, projects, semester projects, lab work, class attendance and final exam.

Students are informed about the results of their performance evaluation. The academic staff continuously discusses openly with the students the results of these assessments.

The Career Office, which works with the Dean, provides students with counseling and tracking of their progress and helps to address and resolve issues and problems related to the learning process.

The program encourages approaches and teaching techniques with many methods where in addition to traditional lectures focused on key messages and arguments, there will be ongoing discussions of classroom study materials, regular homework, methodological work in computer rooms, tests, essays, presentations and homework, etc.

Multiple methods - using technology help students recognize and explore aspects of courses from more than one dimension and express themselves through their best qualities. At the same time, multiple methods provide multiple indicators for teaching staff to evaluate student performance.

Standards 5.5. The results obtained by students throughout the study cycles are verified by the academic record.

The final grade in a course is calculated based on several indicators used during the semester to assess the dimensions of performance, which includes lecture attendance, quality of reading materials discussions, homework, tests, methodological work, essay, presentation of assignments of house and essays, critical thinking, etc.

When students are not satisfied with the final grade, they have the opportunity for reconsideration. All information about reviews is provided by educators on the Moodle platform. Students who successfully meet all the mandatory requirements of the program are provided with a degree and accordingly, the institution provides students who possess a Bachelor degree with in-depth knowledge, theoretical and practical, as well as training for research or vocational training.

Standards 5.6. Flexible treatment of students in special situations is provided in relation to the official deadlines and requirements in the program and for all examinations.

In general, academic staff and students regulate all course deadlines. Once planning is agreed upon, for all post-shipment submissions there are usually more assignments assigned to students. In case of illness or other reasonable delays, the academic staff is flexible to extend and adjust individualized deadlines based on the current situation and context.

Standards 5.7. Student completion level records are kept for all courses and the program as a whole and are included in the quality indicators.

Semester and academic year verification is mandatory for all students. Based on the semester and year data, it is determined how many ECTS study credits have been obtained by the student, who can enroll in the next semester only if the previous semester has been verified. The terms of verification and registration of the semester and the academic year are defined in the student calendar, which is available on the electronic platform of UBT.

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

The institution has data on the academic performance of students from admission to graduation. Online data management by the main unit increases the quality of services for students, as well as their transparency and staffing.

The Program Code of Ethics - which is shared with staff and students - clearly states that plagiarism is a serious breach of expected ethical conduct.

Each member of the academic staff takes individual measures on a daily basis to ensure that the work presented by the students is original, using a variety of techniques, such as checking questionable sentences and paragraphs, checking paperwork with students in the classroom, through the Turnit program that UBT has, or similar free online plagiarism platforms, etc.

Standards 5.9. The rights and obligations of students are made available to the public, promoted to all concerned and applied equally; these will include the right to academic appeal.

The aim of the institution is to continuously improve the teaching and learning processes, preparing graduates ready to be employed in the labor market in Kosovo, the region and beyond.

During their studies, students must respect the law, the Statute of UBT, the book of the Regulation of UBT for the Prevention, Duplication and Sale of a work without the permission of the author or publisher, as well as other acts of the Institution of Higher Education.

UBT works continuously to create maximum opportunities and conditions for students, in order to enable them to become part of the work, development and advancement of the Higher Education Institution.

Information on the rights and obligations of students is first shared during the "orientation week", which takes place before each semester, where usually the program management presents detailed information about the ways and standards of work in the institution.

Students' rights and obligations are made public and they have the right to academic appeal.

Standards 5.10. The transfer of students between higher education institutions, Programs and study programs is clearly regulated in the official internal documents.

During the studies, the student can pass from one study program to another similar to the unit of the same college under conditions determined by the study program. Switching from one study program to another is not allowed in the first year of study. The transfer of students is based on a decision on the recognition of ECTS credits, with a request previously submitted by the student. Students of the first cycle of studies complete their education, passing all the exams, preparing the diploma thesis / final exam, as well as fulfilling all other study obligations defined in the study program in which the student was enrolled. The student determines the topic of the diploma thesis / final exam in agreement with the mentor from the relevant department, enrolling no later than the last semester of the study program.

Standards 5.11. Academic staff is available at ample scheduled times for consultation and advice to students. Adequate teaching aid to ensure understanding and ability to apply learning.

Students are always at the center of all UBT activities and plans. The commitment and dedicated work of the academic and administrative staff is never lacking when it comes to providing various services to students.

One of the main principles and policies applied at UBT is that students are not only not treated as clients, but they are considered treated as equal colleagues and, more importantly, as a stakeholder without which the institution will not exist.

All counseling schedules for all teaching staff are public. The staff provides lessons and support for students to understand the materials and methods in the courses.

Performance indicator 5.1. If necessary, an adequate selection process is established as well as the rules for recognition of foreign qualifications in accordance with the Lisbon Notification Convention as well as qualifications obtained outside higher education institutions.

Students from study programs from other higher education institutions from the country and abroad can be transferred to study programs at UBT, under conditions determined by the study program where they are transferred, ie with the rules for the study of the unit, if there is a study program where the professional acquisition matches, ie the academic title defined in the study program from where it was transferred.

Performance indicator 5.2. The systems are designed to monitor and coordinate student work across courses. Systems are designed to monitor the progress of individual students with assistance and / or counseling provided to those with disabilities. Year-by-year progress rates and program completion levels are monitored and analyzed to identify and provide assistance to any categories of students who may be experiencing difficulties.

The charge for students during each semester is equal to 30 ECTS; the content and results of the courses are adjusted in themselves for the BA level. All teaching staff have formal hours of consultation with them, where the program manager, the Quality Assurance Office and other services in the institution support them towards successful progress; Furthermore, there are professional and language services in the institution that can be used by students to develop extracurricular skills. Students who are: parents, blind, deaf, disabled of the first and second group, mothers with children under the age of six and hospitalized have the right to take exams in additional exam periods at least twice per year.

Performance indicator 5.3. Assessing student tests, assignments, and projects is aided by the use of matrices or other tools to ensure that the planned risk of student learning outcome areas is addressed. Arrangements are made within the institution for the training of teaching staff in the theory and practice of student assessment.

UBT for many years is working intensively not only to develop a program in Acting, but to create all the necessary conditions in many aspects, such as infrastructure, staff, literature, necessary connections and cooperation with other universities abroad country, to accredit the program.

In recent years, UBT has organized several scientific conferences in various fields, where works for the development of television and video have been presented with the participation of researchers and professors from different countries.

Mandatory presentations and trainings take place for all newly recruited academic staff members at the start of their contracts, and ongoing teaching and research training is organized annually by the institution. Course management is a fully autonomous responsibility of course leaders. The teaching staff contracts the final grades as the sum of the assessment of some dimensions of the course.

Performance indicator 5.4. Support services (eg related to the study program, student counseling in case of emotional, financial or family problems, career guidance, international affairs, legal advice, etc.), as well as subject and interdisciplinary guidance.

The Student Counseling Center at UBT, as the first and only of its kind in Kosovo and the region, was established in February 2018 with the main purpose of caring for the general well-being of students, especially for issues related to mind, emotion and health. It provides career guidance from qualified professionals to all students. Many of the Center's activities are designed to raise students' awareness of the importance of mental health and to help them overcome the social stigma associated with seeking help. QKS is oriented and created to provide students with a safe, warm, understanding and confidential environment in which they are able to express their concerns.

Students have benefited from various psychological support services, especially individual counseling, which help them explore and understand the source of the difficulties they face, in building effective skills to overcome stressful situations, in gaining emotional resistance, and in the full realization of their personal and academic potential. The Student Counseling Center has organized the Summer Academy, bringing together UBT students from various fields of study, as well as from other Universities within the country and abroad. Through lectures, workshops and visits, students were able to gain intelligent, theoretical and practical knowledge and skills to become more resilient and emotionally intelligent in the face of many difficulties and obstacles in life.

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

To facilitate the student's research, subscriptions to electronic scientific databases have been made online. The institution's library has housed a considerable number of basic textbooks and supporting literature. The UBT Library has about 1500 book titles for Acting, Media, Television and Film alone. This literature is contemporary and is much better reflected in the respective curricula of each subject. The reading chosen is sufficient to help the student successfully complete the study program. The books are in different languages: Albanian, English, Italian, etc.

Performance indicator 5.6. The academic or professional areas for which students are preparing are constantly monitored with the necessary adjustments made to the program and to the text and reference materials to ensure continued relevance and quality.

UBT aims to continuously raise the awareness of its staff and students attending the study programs offered on the importance of quality and quality assurance. Students and staff are provided with student guidance and staff guidance, which clearly demonstrates the importance of quality and assurance in the field of teaching and research, and has also organized several activities, conferences and training courses.

SWOT Analyse

| | |
|-------------------------|--------------------------|
| <i>Strengths</i> | <i>Weaknesses</i> |
|-------------------------|--------------------------|

| | |
|---|--|
| <p>Qualified academic staff with the required knowledge and skills.</p> <p>Student Counseling Center, where students can benefit from various mental health support services.</p> <p>The library is very rich with printed books, magazines, reports, etc.</p> <p>Access to online journals and databases, such as EBSCO Publication; JSTOR, SpringerLink etc.</p> <p>Precisely defined procedures for student assessment.</p> <p>Regular answers and instructions for students.</p> <p>Students are correctly informed about their rights.</p> <p>Right of movement.</p> | <p>Insufficient knowledge of foreign languages (especially English) of incoming students.</p> <p>Lack of transparent computerized grievance redressal mechanism for all relevant parties.</p> <p>Lack of better staff awards for tutors providing academic advisory services based on monitoring student progress.</p> <p>Students are less active in curriculum development and evaluation.</p> |
| <p><i>Opportunities</i></p> | <p><i>Threats</i></p> |
| <p>Theatrical actors, television actors and filmmakers in Kosovo are professions that are constantly in demand.</p> <p>Use of UBT partner universities and other programs (such as Erasmus +) for mobility and networking,</p> | <p>Economic crisis and difficulties in Kosovo.</p> |

6. Research:

Standards 6.1. The study program has defined scientific / applied research objectives (itself or as part of a research center or interdisciplinary program), which are also reflected in the research development plan of the institution; Sufficient financial, logistical and human resources are allocated to achieve the proposed research objectives.

UBT's research strategy is the umbrella within which research in Acting is conducted. Research includes new developments in the field of acting, a field with dynamic developments, in pursuit of new trends, influenced by the development of technology. The Acting Program will establish the Acting Scientific Research Center, as a center that supports the research work of professors and students. Professors have the financial and logistical support for research of interest to the public, institutions and students. The main areas of research are:

Audiences

Communication,

Arts and sciences of communication

Theory and Methodology of Communication

Crisis, security and conflict communication

Critical and Cultural Film Studies,

Youth, Gender, Television and Film

Diaspora and Acting

Documentary Film and Propaganda

Ethics of society and ethics of television communication

Gender and theatrical and film communication

Gender and Acting

Integrated marketing communications

Intercultural communication

Interethnic communication and multi-ethnic media

TV acting-critical issues

Law, Acting

Law and Acting

Law and Film

The Impact of Social Policy on Acting

The Impact of Social Policy on Film

Mass communication,

Society and Globalization

Theatrical Economics

Media Discourse

History and Writing in Acting

Acting and Fun.

Acting and Globalization.

Audience in Acting.

Education and Research

Movie on Television.

Ethics in Film.

Copyright and intellectual property.

Trends and Dynamics of the Acting industry.

Standards 6.2. Expectations for the involvement of teaching staff in research and academic activities are clearly specified and performance in relation to these expectations is considered in the evaluation and promotion criteria of the staff.

At UBT the obligation of teachers is clearly defined and they have a contractual obligation to conduct research / academic activities.

When determining teachers in certain areas of teaching, Program leaders consider as one of the main criteria the competence and results of teachers in the field of research, the number of publications and their quality.

Standards 6.3. Clear policies have been established to define what is known as research, in accordance with international standards and norms established in the field of study of the program.

UBT clearly defines the results of the research, which include: Articles published in indexed professional journals, with special emphasis on international journals; Conference papers; summaries and books.

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

The list of publications is provided as an annex.

Standards 6.5. Academic and research staff publish their work in specialty journals or publishing houses, scientific / applied / artistic products are presented at conferences, sessions, symposia, seminars, etc. Contracts, expertise, consultations, conventions, etc. are offered to partners within the country and / or abroad.

Teachers' research work is published in professional books, published by publishing houses; books published by UBT; books of international conferences organized by UBT; summary of international conferences. The institution routinely provides research and professional development requirements for staff and direct support for the defined research agenda. The faculty also considers support for specific purposes such as international conferences.

Standards 6.6. The research is validated through: scientific and applied research publications, artistic products, technological transfer through consulting centers, science parks and other structures for validation.

Publications as a product of research are evaluated by competent professional commissions, local and international. They meet international research criteria. In the context of our research priorities and our role as a catalyst for healthcare development, the Faculty focuses on building alliances with key external actors. Stakeholders include national and international research centers, government and funding agencies, industry partnerships.

Consistent with internationally evolving approaches, knowledge transfer is defined by the Faculty as an 'engagement' with a diverse range of public and private organizations in a mutually beneficial, mutually beneficial process. Clear structures and processes to manage knowledge transfer in an increasingly complex and changing environment;

A more strategic approach to knowledge transfer and external partnership management in order to maximize the full potential of activities;

Strengthen management information systems to track, support and monitor engagement with external organizations;

An appropriate culture that supports accountability to external leaders and active engagement. The goal is to promote staff development programs to enable and stimulate staff to engage in knowledge creation and transfer. These issues have led the Faculty to create strategic topics for knowledge transfer.

The main priorities for quality assurance in the field of research include:

Ongoing review of procedures to ensure compliance with international and national best practices;

Establishment of training programs for research methods and research supervision;

Establish a panel of external experts (from academia and industry) to review the functioning of the quality assurance process and make recommendations on how to better improve the system. Emphasis on an expanded set of core transferable skills in research training and other key policy documents will highlight this learning aspect. The Faculty's study training program focuses on the following areas: Research skills and techniques; Search environment; Search management; Personal effectiveness; Communication skills; Networks and teamwork skills; Career management skills.

Standards 6.7. Each member of the academic and research staff has produced at least an average of one research / applied research publication or artistic result / product per year for the last three years.

Most teachers have published their research, at least once a year, at the international conference organized by UBT and partners. Some of the teachers have also published in other scientific journals outside the institution.

Standards 6.8. Academic and research staff publish under the name of the institution in Kosovo, where they are affiliated as full-time staff.

Yes. The academic staff, in their research works, are members of UBT as their full-time working institution.

Standards 6.9. Academic staff are encouraged to include in their teaching information about their research and scientific activities that are relevant to the courses they teach, along with other important field research developments.

Teachers' research papers, in most cases, relate to the field they teach at UBT. The institution encourages and supports them in research work and in the publication of books or research papers.

For scientific papers please see Appendix: Research

Standards 6.10. Intellectual property ownership policies have been established and clear procedures established for the commercialization of ideas developed by staff and students.

The Republic of Kosovo has regulations for the protection of intellectual property (**LAW NO. 06 / L-015 ON CUSTOMS MEASURES FOR THE PROTECTION OF INTELLECTUAL PROPERTY RIGHTS - 2018; LAW NO. 04 / L-065 FOR ALL**

FATHERS APPROXIMATE - 2011). These laws are also included in the regulations of UBT and are fully implemented.

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

Students are encouraged in research work, through their engagement in individual and group research tasks and projects, during their studies. At the conclusion of the studies, they do an extensive research while preparing the diploma thesis. In the future, it is planned that students will be more engaged in the implementation of research projects, together with teachers.

Performance indicator 6.1. Assistance and support is provided to teaching staff to develop collaborative research agreements with colleagues in other institutions and in the international community.

In the framework of Bachelor studies, UBT has cooperation agreements with some of the most reputable companies in the Republic of Kosovo, as well as with such institutions in the countries of the region, such as Albania and Macedonia, which results in study visits to the same countries. UBT has agreements with the National Theater, and theaters in other cities of Kosovo. Also television platforms such as: Tribuna Channel, InfoKosova, RTK- Radio Television of Kosovo, Klan Kosova, etc. UBT has also signed agreements with relevant ministries and mayors of several municipalities in the Republic of Kosovo, in order to cooperate in the development and implementation of projects in various areas of life that are in the common interest of ministries, municipalities and UBT. Thanks to these agreements, UBT students benefit by enrolling in various programs as well as by benefiting from internships in these municipalities. In this way, joint institutional and development capacities and certain programs are built as an important part of the cooperation agreements.

Performance indicator 6.2. The study program periodically organizes scientific sessions, symposia, conferences, round tables with the involvement of teaching staff, researchers, students and graduates, while the procedures are published in the ISBN, in ISSN scientific reports or in journals dedicated to it. certain activity.

Within UBT, the Acting Program will organize an International Scientific Conference, once a year, usually in the last week of October. A few months in advance the topics are defined and public calls are made for participation. Abstracts of works are selected by the professional commission. They are published in the Book of Abstracts, which has an ISBN number. Papers are presented publicly at the conference. After the presentation and debate about them, the papers are published in the Conference Book.

In addition to students and professors, the conference is attended by researchers and professionals from countries in the region and beyond.

Also, the Program often organizes conferences and debates with guests, professionals in the field of Acting, foreign and local, in which topics and phenomena of interest are addressed. Students are an active part of them.

Performance indicator 6.3. Support is provided to junior teaching staff in developing their research programs through mechanisms such as mentoring by senior colleagues, involvement in project teams, assistance in developing research proposals, and funding.

The Acting program will continuously provide support to new colleagues and research students, by carrying out joint research projects and presenting them at conferences and seminars. Papers from these presentations have been published in books and conference proceedings, featuring young teachers and students as authors and co-authors.

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

UBT's research strategy, which also supports the work of the Acting Scientific Research Center, will identify topics of interest to the public and the community of media professionals and address them with priority.

UBT will conduct a range of research, of interest to the public and acting professionals.

Performance indicator 6.5. The institution is monitoring and supporting staff input to attract financial resources through research / application / artistic projects and products. The capacity of staff to generate these financial returns is considered in the individual performance review system.

The research process and its presentation in conferences and debate forums, in addition to the support of UBT, is also done in the framework of international projects, supported by partner institutions of UBT.

Performance indicator 6.6. Collaboration with local industry and other research agencies is encouraged. Where appropriate, these forms of collaboration include joint research projects, equipment sharing, and collaborative development strategies.

UBT has cooperation, formalized through signed agreements, with a large number of television media and research institutes in the country. Joint research is carried out with these institutes, while the cooperation with television houses serves for the exchange of experiences, but also for easier realization of research, using the equipment, opportunities and expertise from these television houses.

SWOT Analyse

| <i>Strengths</i> | <i>Weakness</i> |
|--|---|
| <p>Preparing academic staff and involving students in research.</p> <p>UBT as a Higher Education Institution has a long history in research and will continue this tradition in the field of acting.</p> <p>The UBT Annual Conference is the largest scientific event in Kosovo and the region covering a variety of scientific fields.</p> <p>The well-designed study plan of the program as part of UBT's research strategy, which links teaching with research.</p> <p>Scientific and research involvement of staff clearly defined in the contract.</p> <p>The tracking mechanism of UBT research results called RIIMS.</p> <p>The research areas envisaged by the Research Plan favor social needs over the personal research favors of staff.</p> <p>The promotion of staff to higher titles clearly defines the quantity and quality of scientific and research activities, under the Regulation on Titles and Promotion of Academic Staff.</p> <p>The staff development plan gives considerable weight to staff research activities.</p> <p>The results of the research can be published at the UBT Annual Conference, the largest in the region.</p> <p>Participation of some of the staff in international multi-centric international research projects</p> | <p>Exclusion of the lack of public research funding policies of the non-public institution from possible public funds.</p> <p>Lack of staff experience in research.</p> <p>Lots of trust in international donors and projects to fund research activities.</p> <p>In the work strategy and the Regulation only the strategy of positive reinforcement is used, but no negative reinforcement is used for the less active staff that does not reach the minimum publications.</p> <p>Insufficient strategy for commercialization of program research activities for the private sector.</p> <p>Lack of budgets for long-term research.</p> <p>Lack of Support for Grants for Young Scholars as a separate budget line.</p> |
| <i>Opportunities</i> | <i>Threats</i> |
| <p>Increased mobility projects.</p> | <p>Conflicting movements that demand from the academy to intensify their research</p> |

| | |
|--|--|
| <p>Increase financial support for the design and implementation of research projects.</p> <p>Increase of existing capacities, increase of laboratory for experimental research.</p> <p>Ongoing training of academic staff on research skills.</p> <p>Integration of interdisciplinary research.</p> <p>Increase of existing capacity, increase of laboratory and clinical space and increase of number of laboratory equipment</p> <p>Continuous training of the academic staff of the Faculty of Acting</p> | <p>efforts and the need to give a lot of responsibility to students who claim that the main business of higher education institutions is only to produce graduates.</p> <p>Kosovo has a low percentage of science spending</p> |
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7. Infrastructure and resources

Standards 7.1. Adequate long-term implementation of the study program is ensured in quantitative terms in terms of facilities, human resources and equipment. At the same time, it is guaranteed that the quality aspects are taken into account as well.

As foreseen in the mission and institutional objectives, for a long-term sustainability, the study program is provided in terms of infrastructure and support resources.

This includes three categories:

- rooms,
- human resources and
- the necessary equipment, in quantity and quality.

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

The aspect of financial coverage that will guarantee sustainability for the next three years and longer is based on the financial plan compiled by the relevant financial service (consultation with the financial service)

| <i>Aktrim BSc: Projected Income 2022-2024</i> | | | |
|--|-------------|-------------|-------------|
| | 2022 | 2023 | 2024 |
| <i>Student Fee</i> | 125000 | 250000 | 375000 |
| <i>Research Projects</i> | 45000 | 55000 | 85000 |
| <i>Services</i> | 20,000 | 15000 | 25000 |
| <i>Donations</i> | 15000 | 20000 | 20000 |
| <i>Total</i> | 205000 | 340000 | 504000 |
| | | | |
| | | | |
| <i>Aktrim BSc.: Projected Expenditure by category 2022-2024</i> | | | |
| | 2022 | 2023 | 2024 |
| <i>Staff expenditure</i> | 132000 | 204000 | 192000 |

| | | | |
|------------------------------|--------|--------|--------|
| <i>Recurring maintenance</i> | 10000 | 35500 | 55000 |
| <i>Capital investments</i> | 15200 | 25000 | 75000 |
| <i>Scholarships</i> | 12500 | 30000 | 37500 |
| <i>Research expenditure</i> | 25000 | 29000 | 123000 |
| <i>Other expenditure</i> | 5000 | 10500 | 21000 |
| <i>Total</i> | 199700 | 334000 | 503500 |

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

- a) space owned or rented suitable for the educational process;*
- b) laboratories owned or rented, with adequate equipment for all compulsory disciplines within the curriculum, wherever the analytical curriculum includes such activities;*
- c) adequate software for the study disciplines included in the curriculum, with a use license;*
- d) library equipped with reading rooms, group work rooms and its own book stocks according to the disciplines included in the curricula.*

a) The study program is realized in suitable learning spaces and locations, such as halls, theaters, libraries, inventory, equipment, laboratories, film studios, etc. and for this there is complete documentation of both ownership and lease through adequate long-term contracts

b) UBT has taken care to provide laboratories and equip those laboratories with the necessary teaching aids. Thus, the Acting program will be available and use some of these labs. Computers with the right programs are installed in laboratories.

c) Given the curriculum of the Acting program and the courses taught there, the very nature of the program has determined that computers are provided for students, and those computers have the necessary and practical software for the units involved in these studies. So the required software is installed on the computers used by the students.

d) Seats are provided in the Library in accordance with the number of Acting students. Which means, 10% of the seats in the Library are reserved for this study program.

Standards 7.4. The number of seats in lecture halls, seminar rooms and laboratories should be related to the size of the study groups (series, groups, subgroups); application activities for specialized disciplines included in the curricula were carried out in laboratories equipped with IT equipment.

In order to realize the study program, working spaces have been provided, such as: lecture halls, seminars, laboratories, study groups, consultations, etc.

The number of seats is adequate with the respective study groups and subgroups. The seats are suitable for students to have adequate space and opportunities to take notes during the lecture.

Standards 7.5. Libraries of educational institutions should provide, for each of the study programs:

- a) a number of seats in reading rooms corresponding to at least 10% of the total number of students in the study program;*
- b) a number of places in group work rooms corresponding to at least 10% of the total number of students in the study program;*
- c) their stocks of books from the literature of Albanian and foreign specialties, sufficient to cover the disciplines within the curricula, of which at least 50% must represent book titles or specialty courses of well-known publicists, from the last 10 years ;*
- d) A stock of books in their library with a sufficient number of books that meet the needs of all students in the cycle and year of study for which the relevant discipline is provided;*
- e) A sufficient number of descriptions for Albanian publications, foreign ones and periodicals, according to the stated mission.*

The library with books, literature and various periodical materials are in the right quantity and quality for the realization of the study program for the coverage of different disciplines within the curricula and in Albanian and foreign languages. (on CD are all the titles of the books that the UBT Library has available for students)

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

The general infrastructure that enables the full realization of the study program from the beginning has taken into account the adequate adaptations for people with special needs as provided by the adequate instructions such as: access to all necessary spaces and other specifics for this category of people .

Performance indicator 7.1. Formal plans have been drawn up for the provision and improvement of infrastructure and resources, and the implementation and effectiveness of these plans is monitored on a regular basis.

For the implementation and fulfillment of Standard 7.1, the institution applies regular monitoring and reporting.

Performance indicator 7.2. A senior staff member is responsible for overseeing and developing infrastructure and resources.

Regarding Standard 7.2, the institution has appointed a senior responsible official who at all times monitors, notifies and reports on the development of resource infrastructure.

Performance indicator 7.3. The effectiveness and relevance of infrastructure and resources is regularly monitored through processes involving student use and satisfaction surveys. Infrastructure and resources are modified in response to evaluation and feedback.

The institution on a periodic basis conducts various surveys and surveys mainly with students on the effectiveness of Standard 7.3 so that in time we have a real-time overview of this Standard.

SWOT Analyse

| <i>Strengths</i> | <i>Weaknesses</i> |
|---|---|
| Licensed radio and TV Preparation and transmission of news, Complete infrastructure Sufficient laboratory space | The reading space needs to be reshaped |
| <i>Opportunities</i> | <i>Threats</i> |
| Realization of media and communication services through the latest technology equipment Professional and technical work and consultancy Research work | High cost of equipment maintenance and servicing Depreciation of equipment |