



UBT

FASHION PROFESSIONAL BA

REPORT OF THE EXPERT TEAM

Prishtina, 16.4.25

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INTRODUCTION

Sources of information for the Report:

- *Self-evaluation report*
- *Site visit interviews*
- *Programme documentation*

Criteria used for institutional and program evaluations

- *KA Accreditation Manual*
- *ESG Standards*
- *National Legislation on Higher Education*

Site visit schedule

Programme Accreditation Procedure at UBT College	
Programmes:	Design, Bachelor Professional, 180 ECTS (Accreditation) Fashion Design, Bachelor Professional, 180 ECTS (Accreditation)
Site visit:	16 April 2025
Expert Team:	Dr. Ana Vivoda Dr. Peter Purg Nino Alavidze, PhD student
Coordinators of the KAA:	Ilirjane Ademaj Ahmeti, KAA Milot Hasangjekaj, KAA

Time	Meeting	Participants
09:00 – 09:40	Meeting with the management of the faculty where the programme is integrated	Rector Edmond Hajrizi Vice Rector Visar Hoxha Dean Ariana Gjoni Head of Department AMD - Gazmend Ejupi

09:40 – 10:20	Meeting with quality assurance representatives and administrative staff	Quality Assurance Officer - Ylber Limani Director of Infrastructure and Services - Murat Retkoceri Secretary General and Director of the Legal Office - Artan Tahirri Prof. Fisnik Laha Quality Assurance Officer at Faculty Level- Mevludin Shabani Quality Assurance Coordinator - Agnesa Shala-
10:25 – 11:10	Meeting with the program holders of the study program: Design	Lecturer Milot Gusija Lecturer Arbresha Hoxha Lecturer Dardan Luta
11:10 – 11:55	Meeting with the program holders of the study program: Fashion Design	Lecturer Hana Zeqa Lecturer Cennet Lika Lecturer Aferdita Statovci
11:55 – 12.35	Lunch break	
12:35 – 13:05	Visiting facilities	Lecturer Beni Cufi- Studio Fotografi Lecturer Cennet Lika- Studio Mode Lecturer Zymer Veliu- Studio AR/VR Lecturer Burim Berisha-Art Studio Lecturer Uran Krasniqi- Studio Diz Grafik
13:05 – 13:50	Meeting with teaching staff	Lecturer Sebil Spat Lecturer Alban Muja Lecturer Ajhan Bajmaku Lecturer Ardit Rizvanolli Prof. Asst. Albulena Bilalli Prof. Asst. Betim Shabani Lecturer Besfort Salihu Lecturer Zymer Veliu
13:50 – 14:30	Meeting with students	Erisa Haziri Rea Kurtaj Rebeka Shabani Halil Hasi Vitesa Raqi Valeza Gerguri
14:35 – 15:15	Meeting with graduates	Zana Maxhuni Shkurte Ejupi Zana Bajrami Nora Bislimi Vleri Beqaj

15:15 – 15:55	Meeting with employers of graduates and external stakeholders	Dardan Zeqiraj- PLUS PAINT Arianit Dedi-KOOPERATIVA Basri Pllana/ Nexhmendin Statovci- PROGRAF Leonora Mehmeti Hoxha- KOSTUMOGRAFE Visar Statovci- WASTE Creative Arta Tex
15:55 – 16:05	Internal meeting of KAA staff and experts	
16:05 – 16:15	Closing meeting with the management of the faculty and program	

A brief overview of the programme under evaluation

The Faculty of Design at UBT College is renowned across the region for its commitment to educational excellence, fostering the growth of future design professionals. This esteemed reputation is built on its student-focused learning approach. The faculty offers state-of-the-art facilities and tools that cater to a variety of disciplines, such as textile and fashion design.

Students also benefit from the innovative teaching methods in Integrated Design laboratories, where their unique perspectives on the industry and its historical context are nurtured under the guidance of expert professors. This flexible and personalized educational model supports the growth and success of every specialization. Modern, well-equipped studios at UBT's Lipjan campus further enhance the learning experience.

Although the successful Integrated Design BA program had to be discontinued due to administrative directives, UBT College is determined to continue meeting the high demand for design education in Kosovo and the region. With this aim, followed by a careful study of the market demands and the consultations with the stakeholders, the college is planning to introduce a new Bachelor Professional program in Fashion Design, ensuring students have opportunities aligned with industry needs and employability trends.

PROGRAMME EVALUATION

1. Mission, Objectives and Administration

Standard 1.1: The study program is in line with the higher education institution's mission and strategic goals, needs of society and it is publicly available. (ESG 1.1)

The Fashion (BA Professional) programme at UBT is designed to reflect the institution's strategic focus on sustainable development, innovation, and leadership in the creative industries. The curriculum and mission are aligned with Kosovo's regional development goals and UBT's institutional aim of advancing socio-economic and cultural growth. The SER details how the program integrates global fashion trends, sustainable practices, and leadership training, ensuring relevance to local and international needs.

The Fashion programme is a new field branching from the previous Integrated Design BA. Therein both a Market Feasibility Study and detected student demand played a key role in its development (even if there is no evidence of a consistent data gathering approach in this part), alongside its alignment with the mission and vision of UBT. According to the vice-rector, both Fashion and Design reflect the "new uniqueness of the UBT's programme offer to the larger ecosystem in terms of excellence and innovation as well as entrepreneurship and industry specific skills." Fashion was selected for development over other design areas such as Product, Interior, or Graphic Design, due to its stronger industry relevance and employment prospects. The feasibility study identified a clear gap in Kosovo's higher education system in this field, despite the fashion industry contributing 1.2% to GDP and employing around 6,500 people. With 50% of the population under 25 and high digital engagement, the sector presents strong potential for growth. Kosovo also maintains active production ties with European markets, reinforcing the programme's labour market alignment and long-term sustainability. The programme builds on the foundation of the Integrated Design BA while offering a more focused, industry-aligned curriculum in line with UBT's strategic goals.

Standard 1.2: The study program is subject to policies and procedures on academic integrity and freedom that prevent all types of unethical behavior. The documents are publicly available, and staff and students are informed thereof. (ESG 1.1)

Academic integrity for the Fashion program is safeguarded through a published Code of Ethics, a Regulation on Anti-Plagiarism, and specific procedures for addressing violations using Turnitin. A structured response protocol for similarity thresholds is outlined, with increasing penalties based on severity and year of study. The institution also enforces a Generative AI Policy and documents actions through the Faculty Ethics Sub-Committee, ensuring academic honesty is actively maintained. These policies are aligned with UBT's institutional framework for academic integrity and follow established procedures.

In the interviews there was an unclear response as regards this substandard, and several misunderstandings came up in the dialogue. Thus the recommendation: Assure that the academic integrity policies and procedures are recognized and well understood among all the

internal stakeholders, especially students; and that any procedures are well recorded and transparently processed, in full accordance with the ESG 1.1 / Standard 1.2. UBT (in their response to the report draft) acknowledges these communication gaps and commits to improving stakeholder awareness and strengthening transparency and documentation in this area.

Standard 1.3: Relevant information is collected, analyzed and used to ensure the effective management of the study program and other relevant activities and such information is publicly available. (ESG 1.7)

Though newly accredited, the program follows UBT's established systems for information collection, including quality reports, student surveys, and compliance with Kosovo's data protection laws. The Data Protection Officer ensures that all personal data is managed securely. Program design was based on extensive needs analyses, involving industry feedback and benchmarking, ensuring that monitoring structures are in place for future cycles.

Standard 1.4: The delivery of the study program is supported by appropriate and sufficient administrative support to achieve its goals in teaching, learning, research, and community service. (ESG 1.6)

The administrative team includes a Dean, Program Director, Coordinator, and a Quality Officer, all supported by an institutional policy on budget and staffing. Staff are engaged in regular training programs, including language, IT, and ethics. The SER outlines a structured approach to administrative growth aligned with institutional support and development policies.

Standard 1.5: The recommendations for quality improvement of the study program from previous internal and external quality assurance procedures are implemented. (ESG 1.10)

While this is a new program, the SER outlines how UBT's established quality framework—including self-evaluation reports and improvement action plans—will apply. It demonstrates a clear commitment to using stakeholder feedback and accreditation outcomes to guide ongoing improvement. Examples from sister programs like Integrated Design show a robust quality improvement loop.

The programme did build on the lessons learned of the Integrated Design BA programme, esp. in the realm of Digital Media and Design Studio and similar courses. Staffing up was also an important update when developing the program, since the ID programme showed problems with lack of staff to work closer with the students.

ET recommendations:

1. *A (1.2.) Assure that the academic integrity policies and procedures are recognized and well understood among all the internal stakeholders, esp. students; and that any procedures are well recorded and transparently processed, in full accordance with the ESG 1.1 / Standard 1.2.*

2. Quality Management

Standard 2.1: The study program delivery is subject to an established and functional internal quality assurance system, in which all relevant stakeholders are included. (ESG 1.1)

The SER details a well-established quality assurance system aligned with ESG and national standards. The Quality Sub-Committee, which includes staff and external stakeholders, ensures regular evaluations and improvement cycles. Though the program is new, it adopts the same PDCA-based quality structure successfully applied in other faculties.

The recommendation that responds to the many observations in the interviews that showed several partly informal procedures within the QA system on this matter is thus: Formalize mechanisms that ensure continuous external stakeholder engagement in quality assurance in a structured and transparent way, as to support the continuous relevance of the PLOs as well as the course POs and their methods and assessment strategies, and in particular practical placements. Placement arrangements should reflect the diversity of the programme in terms of design fields, and the quantity of students envisaged in the process.

While the program follows UBT's formal PDCA-based QA system, in the response to the report draft the institution recognized the need to further formalize external stakeholder involvement. They intend to strengthen structured and transparent mechanisms for ongoing input—particularly regarding PLOs, course outcomes, assessments, and placement strategies. Special attention will be given, so they claim, to ensuring placements reflect the program's diversity and planned student numbers.

Standard 2.2: The study program is subject to a process of design and approval established by the HEI. (ESG 1.2)

The development of the Fashion program followed UBT's formal approval process, which included internal review bodies and consultations with external industry and academic experts.

The program's structure and learning outcomes reflect both local needs and international trends. Continuous improvement processes are also established, with future reviews scheduled post-implementation.

Standard 2.3: The study program is periodically monitored and reviewed to ensure its objectives are achieved. The monitoring of the study program involves stakeholder participation. (ESG 1.9)

Although no formal review has yet occurred due to the program's new status, a comprehensive monitoring plan has been adopted, modeled after other faculties. The SER describes how stakeholder feedback, including from students, alumni, and industry, will be gathered through surveys and interviews. A framework for analyzing and acting on this input is already in place.

Standard 2.4: All relevant information about the study program is clear, accurate, objective, up-to-date and is publicly available. (ESG 1.8)

All policies, regulations, and program content are published on UBT's official website, even while awaiting first accreditation. The institution commits to timely updates as new data becomes available. The SER confirms the accuracy and accessibility of information regarding admissions, curriculum, assessment, and graduation requirements. Stakeholders in interviews recognized this and confirmed the programme was clearly communicated both in person and online, in the documents, etc.

ET recommendations:

2. A (2.1.) Formalize mechanisms that ensure continuous external stakeholder engagement in quality assurance in a structured and transparent way, as to support the continuous relevance of the PLOs as well as the course POs and their methods and assessment strategies, and in particular practical placements. Placement arrangements should reflect the diversity of the programme in terms of design fields, and the quantity of students envisaged in the process.

3. Academic Staff

Standard 3.1: The study program delivery is supported by teaching staff who are recruited in line with national legislation, and internal regulations in effect, and it is based on objective and transparent procedure. (ESG 1.5)

Recruitment of teaching staff for the Fashion program adheres to UBT's institutional procedures and Kosovo national legislation. The higher education institution (HEI) follows a

structured and transparent approach for staff recruitment and employment conditions, as detailed in the Staff Handbook. Recruitment begins with the Program Director or Head of Department initiating the process, after which a Search Committee comprising faculty members and HR representatives is established. Job openings are extensively advertised, and the committee evaluates applications and conducts interviews based on established criteria. The Management Board makes the final hiring decision, informed by the committee's recommendations. Selection is based on transparent criteria, including academic qualifications, design industry experience, and pedagogical skills. Faculty profiles are reviewed by academic councils, ensuring fair and merit-based hiring.

The recruitment processes are designed to align with the institution's strategic objectives and the specific requirements of its study programs, guaranteeing the selection of qualified candidates. Additionally, the recruitment regulation is accessible to the public.

Standard 3.2: The study program is supported by sufficient permanent academic staff who are adequately qualified to deliver the study program. (ESG 1.5)

The Fashion program is delivered by a core team of qualified full-time staff, with expertise in fashion design, pattern-making, textile technology, and related disciplines. The UBT admitted new staff members to be able to introduce a new program as confirmed during the meeting with the management and the program holders, so that the total number of full-time teaching staff is 42, (out of which 1 Associate professors and 8 Assistant professors, according to SER) delivering 100 % of program courses. The teaching workload is in average 8 hours of teaching hours per week per semester or 16 teaching hours per annum.

Faculty are supported by lab technicians and external collaborators where needed. The SER outlines that staff-to-student ratios comply with national norms, and future hiring plans are in place as enrollment grows.

Standard 3.3: The study program is supported by teaching staff who are subject to advancement and reappointment based on objective and transparent procedures which include the evaluation of excellence. (ESG 1.5)

The Regulation on Standards for Election into Higher Academic Titles is publicly accessible, ensuring transparency. UBT College's structured advancement process emphasizes promotions rooted in significant and acknowledged accomplishments in research, teaching, and international engagement, adhering to the stringent criteria outlined in its internal regulations. UBT's promotion policy is merit-based and includes student evaluations, peer reviews, feedback from management and research or artistic outputs. Performance is reviewed

periodically, and criteria for advancement are communicated to all staff. The SER emphasizes transparency and consistency across faculties.

Standard 3.4: The academic staff engaged in the delivery of the study program is entitled to institutional support for professional development. (ESG 1.5)

UBT College actively supports its academic staff by organizing training sessions and workshops aimed at improving teaching and assessment skills, academic staff is engaged in professional development programs, including language training and other relevant activities. Newly recruited teachers participate in thorough training programs to enhance their teaching capabilities prior to starting their roles. This includes a compulsory Induction (Orientation) Training for all new academic staff, based on "Guideline on Competence-Based Teaching".

Faculty in the Fashion program benefits from access to international mobility programs, internal workshops, and professional development funding. Topics covered include digital design tools, pedagogical methods, and sustainable practices. Participation in these opportunities is encouraged and supported through UBT's institutional development strategy. The Faculty of Design's staff development strategy, along with its annual operational plan, emphasizes the involvement of academic staff in diverse development activities, aligning seamlessly with UBT College's Long Term Operational Plan for Academic Staff Development. UBT College offers guidance to academic staff in developing their research programs by providing advisory services for drafting research proposals through its Project's Office.

In the response to the draft report, UBT claimed that the Fashion program already benefits from UBT's institutional framework for staff development, including workshops, mobility schemes, and research support. However, they are bound to expand efforts to promote study visits, teaching exchanges, regional and international collaborations, and participation in academic networks, in alignment with our Long-Term Operational Plan.

Recommendation: Reinforce the support for mobilities, study visits at foreign HEIs, international projects, sabbatical leaves, networks and regional or international activities of the academic staff.

Standard 3.5: External associates who teach at the study program have adequate qualifications and work experience for the delivery of the study program and achievement of the intended learning outcomes. (ESG 1.5)

External collaborators include fashion designers, stylists, and creative entrepreneurs, each vetted for academic and professional suitability. Their involvement enhances the program's

industry relevance and practical orientation. The SER lists specific criteria and examples of engagement with fashion studios and agencies.

Given the practical nature of a professional bachelor program, external associates used during the teaching process are mostly from industry (The SER listed 6 external experts), UBT organizes special training session for external associates who will be involved in the Fashion program.

External associates primarily handle the practical components of courses, dedicating up to 2 hours per week to exercises for the Fashion BA Professional program. Additionally, they are assigned 0.3 hours weekly for co-supervising bachelor theses. Through co-supervision of theses, external associates contribute substantial value by ensuring the research is firmly rooted in practical applications and reflects current industry advancements. This partnership enhances students' academic experience while reinforcing the program's ties to the industry. This well-defined and limited workload enables them to deliver high-quality, industry-relevant expertise without overstretching their responsibilities.

In their response to the draft report, UBT claimed that plans are underway to host more guest lecturers, workshops, and masterclasses with international experts, further enriching the students' learning experience and exposing them to diverse global perspectives in fashion design.

Recommendation: Hosting more international lecturers for various set of activities; workshops, Masterclasses or similar to improve the quality of the study programme and introduce the students to different perspectives and industry advancements in fashion design.

ET recommendations:

4. *A (3.4) Support regional and international activities of the academic staff (to be addressed within a year).*
5. *B (3.5.2.) Host more international lecturers (to be addressed within a year).*

4. Educational Process Content

Standard 4.1: The study program intended learning outcomes are formulated clearly, precisely, and comprehensively according to the best practices; they are aligned with the institution's/academic unit's mission and strategic goals, and are publicly available. (ESG 1.2)

The Professional BA Fashion program's Program Learning Outcomes (PLOs) are carefully designed to reflect UBT's mission and strategic objectives, ensuring graduates contribute to

sustainable development and efficient management within the fashion industry. The intended learning outcomes of the Fashion program emphasize creativity, technical competence, sustainability, and entrepreneurship. They are clearly outlined in the curriculum, mapped to course content, and publicly available through official documentation. The outcomes directly align with UBT's mission to foster innovation and leadership in professional fields.

These intended outcomes, presented from a student-focused perspective, detail what graduates will know and will be able to do, and are publicly available on the HEI website. They align with the designated study level, encompassing the development of both general and specific competencies in knowledge, skills, and expertise. Furthermore, they have been harmonized with equivalent programs in the European Higher Education Area, such as those at the Royal Academy of Fine Arts Antwerp, Central Saint Martins in London, Istituto Marangoni, Polimoda in Italy, and Esmod in France.

The Fashion program features 4 ECTS of practical placement and 12 ECTS of capstone project which assures a good level of practical skills attainment.

Standard 4.2: The study program intended learning outcomes comply with the National Qualification Framework and the European Qualifications Framework level descriptors. (ESG 1.2)

The program's learning outcomes, curriculum, and teaching approaches are developed in alignment with the Kosovo Qualification Framework and the Framework for Qualifications of the European Higher Education Area. These outcomes equip students with foundational theories, principles, and conceptual understanding (knowledge at NQF level 6), the ability to apply their knowledge and conduct research projects (skills at NQF level 6), and teamwork capabilities (competencies at NQF level 6), all in accordance with the Kosovo National Qualifications Framework.

The Program Learning Outcomes (PLOs) clearly define the competencies students will develop, including the ability to create innovative and impactful fashion designs, and apply practical skills such as patternmaking, garment construction, digital patternmaking, and 3D modelling. This framework ensures that students have a comprehensive understanding of their educational goals, directly connecting their learning experiences to practical, real-world applications within the fashion industry.

Course documentation includes formal outcome mapping to ensure compliance of the Fashion program with NQF and EQF Level 6 standards, covering cognitive, practical, and transferable skills. This alignment was verified during internal review and forms part of the accreditation submission.

According to the interviews, the alignment of outcomes with NQF and EQF levels is at UBT safeguarded through a critical discussion between the QA service and the programme development team.

Standard 4.3: The content and structure of the curriculum is coherent and enables the students to achieve the intended learning outcomes and to progress smoothly through their studies. (ESG 1.2)

The curriculum of the Professional BA Fashion Program is designed to facilitate a systematic progression of students' knowledge and skills, beginning with basic concepts and advancing to more specialized subjects. Additionally, competencies at the course level have been mapped to the program's learning outcomes, and course learning outcomes have been constructively aligned with both learning activities and assessment methods to ensure coherence and effectiveness. Coherence is ensured through thematic integration and sequential learning. Modules are carefully timed and interrelated, as shown in the program matrix.

Standard 4.4: If the study program leads to degrees in regulated professions, it is aligned with the EU Directives and national and international professional associations. (ESG 1.2)

Fashion design is not a regulated profession; however, the program aligns with international best practices from European design networks and industry bodies. External collaboration with fashion agencies supports adherence to these standards. The program's content reflects industry norms, particularly regarding sustainability and digital transformation.

The professional advice of the following stakeholders was considered during the definition of learning outcomes and developing the content and the structure.

Standard 4.5: The intended learning outcomes of the student practice period are clearly specified, and effective processes are followed to ensure that learning outcomes and the strategies to develop that learning are understood by students. (ESG 1.2)

The internship module in the final semester is supported by clear learning outcomes, focused on practical application of design knowledge and industry engagement. Students are guided through the process by coordinators and external mentors. Evaluations include self-reflection, employer feedback, and project reviews.

The regulation outlines the duration of the practice period, integrating it with the ECTS credit system, and defines the distribution of study hours between practical and independent work and it is available online. For the Fashion Design program, the practical obligation has 12 ECTS allocated, which translates to a specific number of study hours, divided between practical work at the institution (60%) and independent work (40%). This ensures that the practical experience is meaningful and closely aligned with the established academic standards.

While students take primary responsibility for finding an internship position, the College provides support when necessary. Additionally, it specifies the mentor's role in guiding students and details the procedures for developing and approving the work program.

The Faculty has agreements of cooperation with the following organizations (PEZULL, Odna Design & Patterns, Flutra Dedinja, Arta Tex, Puntex, Pacific, Fivestar Nation Activewear, Berna Saraci, Labentine, Blerina Kllokoqi Rugova, MINNA Fashion group, Walone) to assist the students of the program to complete their compulsory practical obligation. The students and graduates reflect highly positively on the internship practice, valuing direct contact with the industry and job opportunities that arise from it. The employers express fruitful collaboration with the UBT, gladly offer internship positions for the students (approximately 10 places per company).

Standard 4.6: The study program is delivered through student-centred teaching and learning. (ESG 1.3)

The Fashion program incorporates immersive creative workshops, peer critique, practical design case studies, collaborative project work, problem-based learning, and digital storytelling. Student feedback is encouraged and used to adjust teaching approaches. The use of personalized feedback and project-based assessments reflects UBT's commitment to student-centred learning.

Integral to this process are on-site excursions and presentations by experienced fashion design professionals, which enrich the curriculum. The learning process is further enhanced by interactive elements such as group projects, in-depth design critiques, expert guest lectures, teamwork exercises, and digital design platforms.

Standard 4.7: The evaluation and assessment used in the study program are objective and consistent, and ensure that intended learning outcomes are achieved. (ESG 1.3)

UBT College could highlight the value of constructive feedback, which not only pinpoints students' strengths and areas for improvement but also offers specific recommendations for progress. Such feedback should be actionable, providing clear guidance on resources, study techniques, or strategies to support students' growth in the subject. Assessment methods include

portfolio evaluations, design critiques, presentations, and final project exhibitions. Rubrics and criteria are standardized and shared with students in advance. This ensures transparency and alignment with learning outcomes.

Standard 4.8: Learning outcomes are evaluated in terms of student workload and expressed in ECTS. (ECTS 1.2)

ECTS credits for each course are allocated based on the total study hours necessary for students to attain the learning outcomes. The standard calculation equates 1 ECTS to 25 study hours, encompassing activities such as attending lectures, engaging in workshops, conducting independent research, completing assignments, and preparing for evaluations. The workload was reviewed during curriculum development and is revisited annually. Student feedback plays a role in ensuring ECTS allocation remains realistic.

ET recommendations:

5. Students

Standard 5.1: Clear admission policies, including requirements, criteria and processes for the study program are clearly defined and are publicly available. (ESG 1.4)

Admission criteria are published on the UBT website and include secondary school completion, entrance interviews, and portfolio submissions. The process is guided by institutional policy to ensure transparency. Prospective students are informed through open days and digital outreach.

Standard 5.2: Student progression data for the study program are regularly collected and analyzed. Appropriate actions are taken to ensure the student's completion of the study program. (ESG 1.4)

UBT collects data on course pass rates, withdrawal trends, and academic performance. These are reviewed by the Faculty Council to implement improvements such as tutoring or curriculum adjustment. Though the Fashion program is new, similar processes from sister programs are already applied.

Standard 5.3: The study program ensures appropriate conditions and support for outgoing and incoming students (national and international students). (ESG 1.4)

The program is integrated into UBT's Erasmus+ partnerships, enabling mobility for students and staff. Orientation, language support, and credit recognition are in place. Student mobility officers provide logistical and academic support before, during, and after exchange periods.

Standard 5.4: The study program delivery is ensured through adequate resources for student support. The needs of a diverse student population are taken into account. (ESG 1.4)

UBT offers academic mentoring, personal counseling, and career guidance tailored to Fashion students. Support extends to physical accessibility, digital resources, and inclusion of underrepresented groups. Workshops and extracurricular activities help foster a supportive learning environment.

ET recommendations:

N/A

6. Research

Standard 6.1: The study program ensures the integration of teaching and research and contributes to the creation of new knowledge. (ESG 1.1)

Students engage in applied research through design challenges, final projects, and faculty-led initiatives. Topics often explore sustainability, wearable tech, or cultural heritage in fashion. These outputs contribute to exhibitions and publications that reflect UBT's research vision.

Students were in the previous ID programme (from which the Fashion BA proposal programme is partially sourcing staff and experience, as well as external partnerships) already involved into some creative production activities, with pedagogical as well as cultural industry partners. It is likely that this ambitious practice of placements is going to continue and expand also for the Fashion BA. However it is not likely that such ambitiously set number of students per year as requested may be offered a realistic, high-quality out-of-school practical experience, esp. as Fashion practical experience is bound to smaller and niche enterprises and small NGOs that may offer only a few such places or opportunities each.

Thus the recommendation is as follows: Provide further, more numerous and more diverse opportunities of creative research and production outside of school, such that correspond to both the actual employment possibilities (absorbance) on the job marked on the one hand, and the set student intake on the other. In order to develop enough numerous and diverse offers of this kind, and make them processually stable as well as formally backed, the ET recommends a three-year accreditation period, and a reduced number of students per year.

In their response to the draft report, UBT acknowledged the importance of ensuring sufficient, high-quality practical and creative research opportunities aligned with both student intake and market capacity. Building on the experience of the Integrated Design program, the institution is actively expanding its network of industry and cultural partners to diversify and formalize external engagement opportunities. UBT appreciates the panel's suggestion for a three-year accreditation period, which will provide the necessary timeframe to strengthen and stabilize these partnerships in line with the program's ambitions.

Standard 6.2: The study program has a strategy for research, development, and artistic activity which aligns with the institution's strategy. (ESG 1.1)

The program aligns with UBT's Strategic Plan by promoting interdisciplinary research in fashion, art, and technology. Staff are supported to join EU-funded projects and artistic collaborations. The SER references partnerships with local and regional cultural institutions.

Strategically the philosophical, social and economical aspects of fashion are well aligned with the overall strategy of UBT.

Standard 6.3: The higher education institution ensures appropriate infrastructure for research, development and artistic activities. (ESG 1.1)

Facilities include textile labs, fashion studios, and digital fabrication spaces, supporting practical and artistic exploration. Access to software such as CLO3D and Adobe Suite enables digital innovation. Students and staff also benefit from institutional support to exhibit their work publicly.

The alumni of the preceding ID programme in the interview commended on the good facilities and practical skills transfer as well as an overall good quality research background to the Fashion programme. The review of the facilities showed that there is enough facilities and equipment as well as staff for a much smaller cohort than requested, estimated at up to 25 students intake per year. At the time of visit there were only 10 practical places well equipped for the pedagogical work within the programme.

Furthermore, according to other European countries' standards and statistics on similar study programme intakes (take between 20 and 50 students on the gross average), and the existing capacities of the programme at UBT, 100 students is a much overestimated number of intake in the present situation. The new migration trends (inlc. Visa regulations) were reflected in the interviews however there are not yet measures and strategies in place, to face the uncertain trends of actual interest for quality enrolments in such a programme.

All this supports the above recommendation to substantially decrease the number of students per year, from the requested. Thus the recommendation is as follows: strategically align the studio spaces and technological equipment investments with the overall investment strategy of UBT since this is a large financial burden to the institution, but also a big asset to the programme.

To ensure the quality of the practical component, UBT in their response to the draft report claims they already organize students into smaller rotating groups, allowing for more efficient resource use and personalized instruction. This supports a strong learning experience and aligns with the institution's investment strategy and long-term sustainability goals. While UBT recognizes the wider regional effects of migration and visa issues, it has not seen a decline in student interest or enrollment, including in design-related programs. On the contrary, demand has remained stable, indicating sustained interest in the creative industries. UBT in their response says that the institution remains attentive to these trends and is ready to adjust its outreach and enrollment strategies if needed.

ET recommendations:

7. *A (6.1.)* Provide further, more numerous and more diverse opportunities of creative research and production outside of school, such that correspond to both the actual employment possibilities (absorbance) on the job marked on the one hand, and the set student intake on the other.
8. *B (6.3.)* Strategically align the studio spaces and technological equipment investments with the overall investment strategy of UBT since this is a large financial burden to the institution, but also a big asset to the programme.

7. Infrastructure and Resources

Standard 7.1: The study program is implemented in adequate premises, laboratories, and equipment relevant to the achievement of learning outcomes. (ESG 1.6)

UBT has adequate premises and equipment for performing educational activities and research, the Professional BA Fashion Program at the Lipjan campus is supported by dedicated facilities and equipment access to several large lecture rooms (with capacity of 40 to 120 seats), ensuring ample space for lectures. For smaller group exercises, rooms with 30 seats are available, as well as a PC Lab with 100 computers for technical exercises and software-based tasks, such as CAD for fashion design.

UBT ensures that all classrooms and labs are equipped with the latest technology, including 153 desktop computers and 20 laptops available for use by students and staff, 20 projectors in various rooms to support presentations and lectures and licensed software necessary for the

study of Fashion, such as: AutoCAD, Adobe Photoshop (Ps), Adobe Illustrator (AI), InDesign, Solid Works, EON X/R, 3DS MAX, After Effects AE, Marvelous Designer.

The expert team requested evidence of licensed software programs for Adobe Photoshop (Ps), Adobe Illustrator (AI), InDesign, Solid Works, After Effects AE, Marvelous Designer, which was not provided.

Fashion Laboratory is equipped with industrial sewing machines, baby-lock overlocking machines, industrial iron and industrial vacuum ironing table, tailor's mannequins for draping, pattern cutting tables, scissors, rulers and a steamer and fabric libraries. The physical environment supports collaborative and individual project work. Continuous investment ensures alignment with learning outcomes and industry standards.

Responding to the findings in the draft preliminary report, UBT acknowledged the oversight regarding software licensing documentation and claims it will ensure that all required evidence is formally submitted. While the institution has the capacity to support the planned student intake through the rotating use of practical spaces, it remains open to adjusting intake levels to better align with available resources and maintain the quality of the student experience, as part of its ongoing quality assurance efforts.

Recommendation: The expert team found the facilities, art and design laboratories, IT infrastructure, and software resource well equipped and substantial for admission of maximally 25 – 50 students, estimating that the initially suggested intake quotas are highly exaggerated.

Standard 7.2: The library and information resources available to the study program are adequate and accessible. (ESG 1.6)

UBT's library is thoughtfully equipped to meet the needs of the Fashion Design Professional (BA) program, featuring reading rooms, group workspaces, and a curated collection of over 350 books covering fashion design, draping techniques, pattern cutting, and CAD for fashion, ensuring comprehensive support across relevant disciplines. Learning resources are reviewed annually to maintain their adequacy and relevance.

The program is bolstered by a strong IT infrastructure, which includes 153 desktop computers, 20 laptops, 20 projectors, servers, printers, and video conferencing tools, providing students with essential resources for effective learning. Additionally, students benefit from access to industry-standard commercial software like Adobe Creative Suite (Photoshop, Illustrator, InDesign), CLO3D for fashion design, and AutoCAD for product design, alongside open-source programs like GIMP (image manipulation) and Blender (3D modeling and animation), ensuring inclusive and versatile learning opportunities.

UBT's library hours extend beyond regular class schedules, operating from 09:00 to 19:30 on weekdays and from 09:00 to 14:00 on Saturdays, offering convenient access for students outside of their academic commitments.

Standard 7.3

The study program is appropriately funded to deliver its intended educational activities and research. (ESG 1.6)

The financial allocation models will be adjusted in line with the objectives of the Strategic Plan. The current financial income model seeks to maintain a balanced approach to various revenue sources. While investor capital has played a crucial role in funding infrastructure development, the operation of programs, research activities, and staff development is expected to rely predominantly on student tuition fees.

In their response to the above finding in the preliminary report UBT maintains a balanced financial model that combines investor capital for infrastructure with tuition-based funding for program operations, research, and staff development. Moving forward, financial allocation will be adjusted in alignment with the Strategic Plan to ensure sustainable growth, quality delivery, and long-term institutional resilience.

ET recommendations:

9. *A (7.1.3) Acquire licences for the following software; Adobe Photoshop (Ps), Adobe Illustrator (AI), InDesign, Solid Works, After Effects AE, Marvelous Designer (to be addressed within six months).*
10. *B (7.1.4) Significant reduction of the admission quota – 25 students, instead of 100 as proposed by the UBT (to be addressed within six months).*

FINAL RECOMMENDATION OF THE EXPERT TEAM

1. MISSION, OBJECTIVES AND ADMINISTRATION	Substantionally Compliant
2. QUALITY MANAGEMENT	Substantionally Compliant
3. ACADEMIC STAFF *Mandatory	Substantionally Compliant
4. EDUCATIONAL PROCESS CONTENT	Fully Compliant
5. STUDENTS	Fully Compliant
6. RESEARCH	Substantionally Compliant
7. INFRASTRUCTURE AND RESOURCES *Mandatory	Substantionally Compliant
Overall Compliance	Substantionally Compliant

OVERALL EVALUATION AND JUDGMENTS OF THE ET

Please provide your final decision. If the decision is positive, specify the accreditation duration and the student quota.

The Fashion Design (BA) Professional program aligns with UBT's mission and the Faculty's strategic goals by aiming to prepare graduates who contribute to Kosovo's development through innovative teaching and impactful research. The new program is developed from the Integrated Design BA program, focusing on fashion rather than product, interior, graphic and other Design areas according to a strong industry and employment background.

The program enforces policies and procedures on academic integrity and freedom and is sustained by sufficient administrative support. UBT has established information systems to collect data on student performance, resource use, and stakeholder feedback, and the program was developed building on detected improvements recommendations on Integrated Design program, as acquiring more staff and opening new courses.

UBT's internal quality assurance system adheres to national regulations and ESG guidelines, emphasizing the importance of sustained external stakeholder involvement to maintain the PLOs' relevance. The Fashion Design (BA) program underwent a structured and transparent approval process with input from both internal and external stakeholders, supported by monitoring mechanisms based on annual and semester reports. Comprehensive information about the program is openly accessible to the public.

The teaching staff is selected in compliance with national and internal regulations through transparent procedures, and the program is staffed by full-time, qualified personnel. While the academic staff prioritize professional development, greater focus on mobility initiatives and participation in regional and international activities is recommended. External associates involved in the program possess appropriate qualifications, with suggestions to increase the involvement of international lecturers.

The PLOs are clearly elaborated, reflecting the mission and strategic goals of UBT, in compliance with the National Qualification Framework and the European Qualifications Framework level descriptors. The structure and the content of the curriculum is logical, to facilitate a smooth transition from basic skills to advanced application and research. The program includes an internship module in the final year, with specified outcomes focusing on workplace readiness, fashion design project implementation, and professional communication. Teaching strategies focus on student-centered learning, encourage collaboration, peer learning, and individual creativity, while assessment methods are transparent, and the workload is properly evaluated in the ECTS.

The admission policy is transparent, with established mechanisms for tracking students' progress. While the program provides support for mobility initiatives, additional efforts to encourage participation in these programs are advised

The program promotes the integration of teaching and research through partnerships with UBT's Design Research Center and various projects. While the Faculty has outlined a Strategic Plan for the Center's development (2025–2029) with a focus on graphic design, a balanced development across all design areas and inclusion of other creative and industrial fields is recommended. Although UBT provides adequate infrastructure for research and artistic activities, it falls short of meeting the admission quota proposed by the program. The ET suggests significantly reducing the annual number of admitted students and expanding opportunities for creative research and production beyond the school, aligning with market demands and employment opportunities.

The program is sufficiently funded, conducted in suitable facilities, and supported by extensive library resources. The available infrastructure is well-equipped, though this is contingent on implementing the recommendation to significantly reduce the admission quota.

In order to maintain its high quality appeal and a most favourable student:staff ratio, and considering its high-quality but still limited quantity resources and space, the Expert Team suggests that the programme intake limit annually is not above 25.

The Expert Team suggests that the accreditation to this programme is granted for the duration of three years.

The Expert Team suggests that all the above recommendations should be fulfilled within one year of the accreditation.

Expert Team

Chair

(Signature)

(Print Name)

(Date)

Member

**Nino Alavidze**

(Signature)

(Print Name)

(Date)

Member

**Ana Vivoda**

(Signature)

(Print Name)

(Date)

Member

**Peter Purg**

(Signature)

(Print Name)

(Date)