



UBT

QUALITY MANUAL

October , 2020

Prishtinë



1. Mission

UBT's mission is to meet the higher education demands and needs of a democratic country, aiming to build its economy and society to become a part of the European and Global (knowledge and labor) markets.

UBT is committed to the development of academic teaching programs combined with high quality scientific research in compliance with international standards. With its activities, UBT aims to:

- a) Establish a non public academic institution as an important alternative for higher education in and around Kosovo.
- b) To bring appropriate international standards in developing programs of study.
- c) To develop and promote professional and academic local capacities in compliance with highest standards in the world,
- d) To improve the conditions for high quality international university programs in English, Albanian, German, French etc. for Kosovo and the nearby regions.
- e) To contribute to the rise of quality of academic studies as well as the establishment of an academic and cultural environment in Kosovo society.
- f) To establish an open institution for university studies for everybody, without differentiation and on the basis of a merit, and to build a necessary professional mechanism for successful cooperation with all relevant domestic and international institutions, including local and international business community.
- g) To serve as a reference centre for international academic studies in the region

2. Vision

UBT will be a modern and leading higher education institution in Kosova, committed to apply excellence in teaching, learning and research within an inclusive student-centered environment through applying a multi-disciplinary approach that will contribute to the economic, social and cultural development of Kosova and beyond

Core Values

We believe that there are certain arguments for our existence as UBT:

- Sought after place to study and work
- Dynamic environment that promotes personal and professional development
- Reference point that disseminates international best practices and quality standards
- Centre that rewards excellence in learning, teaching, research and innovation
- Actions driven by the agreed benefits of all our stakeholders and community.



3. Strategic Plan

UBT has strategic and developmental plans, where activities and initiatives for achieving the mission and its vision are specified.

UBT operates according to its Strategic Plan, which explicitly states vision, mission and strategic goals of the college. At the same time in the plan, objectives leading toward the achievement of outlined goals are clearly determined. A business plan followed by a detailed annual operational plan for each school, and a research strategy, are important documents, which fulfill UBT's strategic and developmental portfolio of documents. These documents serve as guiding documents in the implementation of the mission, as well as present the fields for continues improvement of quality and creating and enabling an environment for learning, science and research. (See attached docs)

Strategic Goals:

Strategic Goal 1 – Achieving Academic Excellence

Strategic Goal 2 – Maintaining and increasing International and regional partnerships

Strategic Goal 3 – Creating Positive Working and Learning Environments

Strategic Goal 4 – Partnering with the community

Strategic Goal 5 – Developing Research, innovation and business centers

4. Enrolment Regulation

For enrollment to a study program at UBT students have possibility during all year but they will start following lectures when the study program begins, at the beginning of academic year-October.

Documents needed for enrolment are:

- Certificate of success of each year of secondary school
- Diploma of secondary school
- Birth certificate
- Copy of ID card
- 2 photos format 4x6 cm

Students will have an examination to test their knowledge for the respective study program, and based on test results students will get admission to additional courses.

5. Curricula offered

UBT offers the following study programs:

Bachelor level:

- Management, Business and Economics



- Computer Science and Engineering
- Mechatronics Management
- Law
- Architecture
- Information Systems
- Political Science
- Construction Engineering with Infrastructure
- Media and Communications
- Food science and bio-technology
- Nursing school
- Pharmacy
- Stomatology
- Construction management and engineering
- Public policy management

Master Level:

- Management, Business and Economics
- Computer Science and Engineering
- Mechatronics Management
- Construction management and engineering
- Architecture

II

Description of QA unit and its executive staff (work and responsibility profile)

Descriptions of the quality assurance system

UBT has an office designated for Quality Assurance (quality circle).

The establishment of the Office for Quality Assurance within the university has shown a relief in the involvement process of all other groups in the university, as well as in the follow up of a continuous quality improvement. The Office for Quality Assurance has its organizational chart, which defines the functions of all staff in the process of quality assurance. The Office for Quality Assurance drafts an annual development plan, in which it foresees indicators and criteria for quality assurance. OQA (Office for Quality Assurance), QAC (Quality Assurance Commission) and QAG (Quality Assurance Group) are obliged to issue an evaluation report for the entire calendar year by the end of each year. Measures foreseen by the report are reviewed by the Commission for Quality Assurance which then makes a decision for their application in practice. (For further details please see the Administrative Guidance

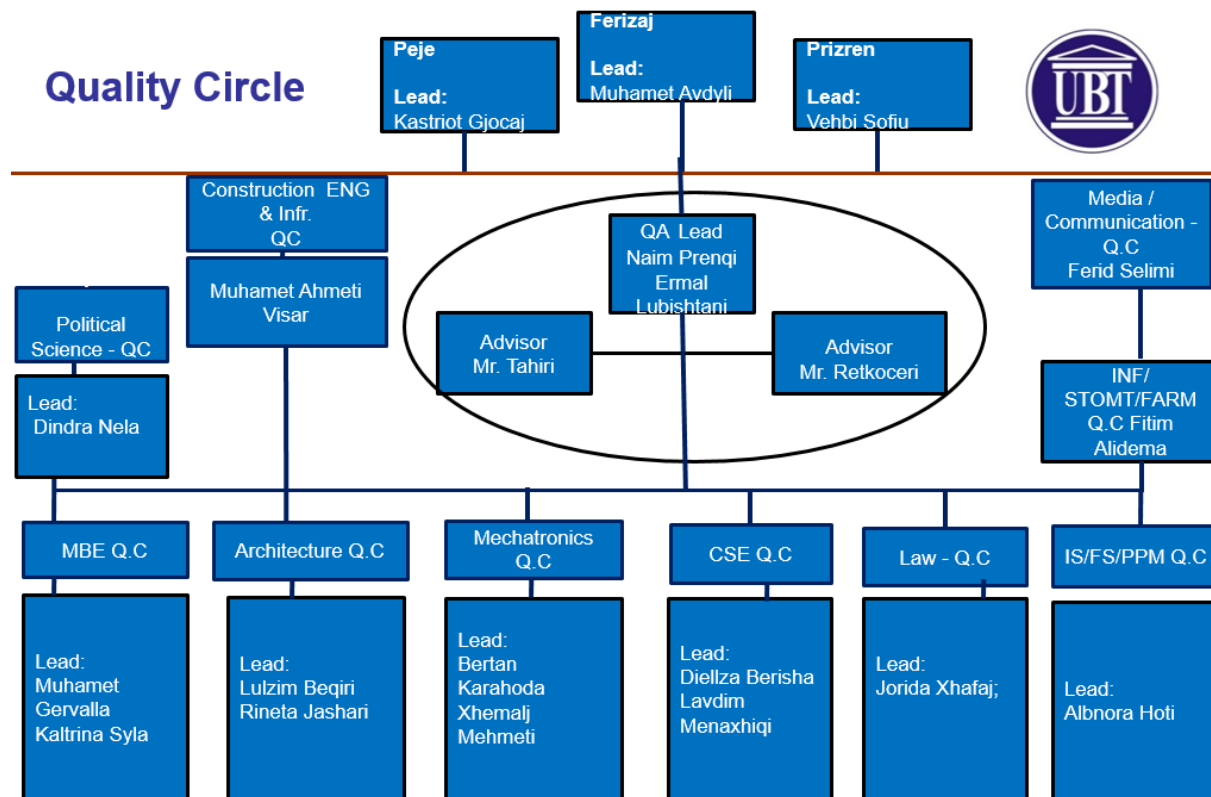


UBT has also established a modern system of quality assurance, which is certified by quality assurance standards criteria of ISO 9001:2008. This system is evaluated by external experts and is certified by an accredited European and international institution.

The quality circle includes core processes, management processes and support processes. The basic principle of UBT's strategy for quality assurance is based on European standards and guidelines for quality assurance.

The main objective in the quality assurance work in UBT is the continuous improvement of transparency towards all UBT stakeholders as well as their involvement in the process of quality assurance.

This continuous retaining and building of quality will be maintained via continuous participation in international forums for quality assurance (EOQ, ENQA, etc).





Internal structures for quality assurance

UBT has a modern structure (system) for quality assurance (QA) by involving all stakeholders in this process. The administrative guidance for QA regulates the work of the Office for Quality Assurance in close cooperation with the Committee for Quality Assurance and Groups for Quality Assurance (Find attached).

Instruments for quality assessment-questionnaires

Pursuant with the regulation for advance in academics and quality assurance and also as described in the annual plan of the Office for Quality Assurance, the evaluation instruments in the institution are presented to all stakeholders, starting from students, academic staff, administrative staff, alumni and industrial partners. These instruments are composed of questionnaires designed in a specific manner for each respective group of stakeholders. These questionnaires are prepared and approved by the Committee for Quality Assurance in a special meeting. The evaluations in the institution are foreseen to be conducted on a regular basis (per semester, per academic year).

Types of internal and external evaluations:

- External examiners' reports
- Internal and external quality assurance panel reports
- Evaluator reports from funding agencies
- Feedback, both formal and informal, from industry partners and others
- Feedback from students, academic and administrative staff, graduates
- Course board reviews
- Internal auditors' reports
- Department and School Meetings

In this respect UBT has foreseen the advance of the electronic evaluation system for students (online feedback).

Follow-up procedures and use of evaluation results

UBT can be considered as a leader in the implementation and promotion of quality in higher education in Kosovo. Main aspects which impact in this respect are as follows:

- The work in the continuous quality assurance in the institution is process-oriented (Process Oriented)
- Certified by ISO 9001 from well respected international institutions
- The functioning of the Office for Quality Assurance
- Involvement of all stakeholders
- Preparation and development of documents and regulations for quality assurance



- Involvement of external international experts in the process of quality assurance and in self-evaluation
- Partnership with offices for quality assurance from partner universities

The on-going system for the improvement of quality presents an active circle at UBT, which helps the continuous quality improvement (according to the circle of Deming). Each evaluation result is translated into the strategy for improvement. Each QAG (Quality Assurance Group) collects evaluations in each faculty which then are considered in a special meeting where recommendations for improvement are made.

These evaluation and recommendations are sent for review to the Committee through the Office for Quality Assurance for decision making and implementation. (Find attached the Administrative Guidance

The office for quality assurance is oriented towards leading principles of the European Area for Higher Education and its plans are based on the Law on Higher Education in Kosovo and on the Strategy for Higher Education in Kosovo.

OQA attempts to put into evaluation every process of the university and the evaluation results will be used for setting measures in order to improve quality and performance of the institution.

Participation in international forums for quality assurance (EOQ, ENQA, etc.), rise of interuniversity cooperation for quality assurance and the exchange with partner universities enabled the involvement of trends and European quality culture within UBT.

However, the lack of quality criteria at the national level and the lack of a general culture for quality and European and international standards in the country can be considered as a threat in this process.



REGULATION ON QUALITY ASSURANCE

Pursuant to the statute and other normative and academic acts , the University for Business and Technology, adopts the Regulation on Quality Assurance of Academic Work.

Article 1

General Provisions

- 1.1. The present regulation shall determine the policies and forms of action for advancement of academic work and to ensure permanent quality assurance of the work at the college.
- 1.2. Quality assurance shall be ensured by sound academic work and by the application of internal and external control in accordance with the law and Statute of the college.
- 1.3. The college aims to achieve quality in accordance with European practices of quality assurance, assessment, and accountability. For this purpose, the college will closely cooperate with Kosovo Accreditation Agency.
- 1.4. The college will have its curricula and will continually improve them in accordance with most contemporary academic developments in Higher Education in Europe and World, and in accordance with the demands of the local, national and international market.
- 1.5. The college will establish mechanisms for quality assurance which will enable active participation in the European Higher Education Area as foreseen by the Bologna Declaration. It will also closely cooperate with the Society of European Universities, the European Network of Quality Assurance and other related bodies in the world.



Article 2

Assessment Commission

- 2.1. The college has established a Commission for Quality Assurance (hereinafter CQA).
- 2.2. The CQA consists of 6 members: Manager of Quality Assurance at UBT, a local professor, an international professor, 1 student, 1 alumnus, and one representative from Kosovar industry.
- 2.3. The CQA is supervised by the commission president, an external expert selected by the board of the college. The office of quality assurance will ensure administrative and technical support for the work of CQA.
- 2.4. The commission for quality assurance will have at least two meetings in a semester.
- 2.5. The CQA will be supported by the quality assurance teams (QAT) established in each faculty and institute of the college.
- 2.6. The QATs consist of five members: the dean or the director of the academic unit, the study program coordinator, a professor, a student representative and a representative of external stakeholders of the respective field – both selected by the Faculty Council with a one year term and a possibility of reappointment.
- 2.7. The QATs are managed by the dean or the director of the respective academic unit, and in their absence, QAT shall be managed by the program coordinator and the project manager
- 2.8. The QATs are responsible for implementation of quality assurance plans, drafted by the CQA, and the introduction of effective mechanisms for implementation of quality assurance.
- 2.9. The QATs are responsible for preparation of progress reports and their submission to the CQA. The CQA supervises and controls the work of the QATs, and takes necessary measures for quality assurance in each academic unit of the college.
- 2.10. The work of the CQA and the QATs is regulated by a special administrative instructions



Article 3

Planning of quality assurance

3.1. The CQA is obliged to develop plans for internal assessment of the college`s work in cooperation with the Kosovo Accreditation Agency (hereinafter Agency).

3.2. Plans cover the main fields, for which the Agency determines the criteria. These criteria allow self-assessment managed institutionally by the college, and are carried out by the CQA and the QATs.

3.3. The senate as the highest academic body of the college is responsible for review, discussion, and approval of draft plans for quality assurance.

3.4. The plan for quality assurance approved by the senate is obligatory for all college structures, and the rector of the college is responsible for its implementation,

Article 4

Assessment criteria

4.1. Assessment is based on those criteria, on which the experts provide their opinion regarding the teaching and scientific research work. The main criteria upon which the assessment process is based are:

- a. quality of curricula, teaching, and scientific research;
- b. academic and professional preparation of professors;
- c. academic information sources;
- d. results of teaching and learning
- e. International relevance and compliance with the needs and demands of economy, technology, and society within the country and internationally.



Article 5

What and why is assessed

5.1. In accordance with the criteria provided by Article 4 of the present regulation and the general academic principles, the assessment process shall include:

- a. curricula;
- b. academic and professional preparation of the professors;
- c. academic information sources;
- d. teaching and
- e. student achievements

5.2. The curricula assessment aims to achieve the development of the most advanced professional documents of the college which will ensure the necessary achievement of knowledge, skills, and capabilities of the respective level of study for students. In order to achieve this, the curricula shall have a clear outline and objectives, relevant balanced content, flexible and specific content, and the necessary content expressed in teaching classes or internationally transferable credits (ECTS).

5.3. The assessment of the academic and professional preparation of the professors/teachers aims to ensure a team of professors with the necessary academic and professional qualification, and who are able to transfer knowledge and skills, and to motivate to continuous learning, critical thinking and independent scientific research of the student. For the definition of necessary academic qualifications see the Regulation on Organization of the Teaching Process.

5.4. The assessment of the academic information sources aims to achieve transparency towards students by offering them relevant information concerning major sources, different types of sources, the verification of authors and authenticity according to international standards and how to use this information optimally most reliably. Applying such assessment in all study levels of UBT is expected to establish and develop international standards.

5.5. The assessment of teaching aims at the sustainable improvement of the implementation of different methods and techniques in modern lecturing, and information and experience sharing from the professors and other sources of information with the student, the motivation for learning and constant research, the assessment of learning and motivation, cooperative and forming attitude



for diffraction and mobilization of mental and spiritual potential of the student for human, scientific, and professional achievements in life.

5.6. The assessment of an achievement scale of the students aims to collect sufficient objective and relevant information to ensure the quality of work of the institution or college in accordance with its mission.

Article 6

Who assesses

6.1. The work of the higher education institution will be assessed by internal and external mechanisms specialized for this purpose.

6.2. The external assessment shall be conducted by the respective independent agency at the state level, which in Kosovo is Kosovo Accreditation Agency (KAA), founded by the Ministry of Education, Science, and Technology of Kosovo. The Agency was founded and acts in accordance with the Law on Higher Education of Kosovo, and Administrative Instruction on establishment and functioning of KAA, including its other professional documentation. Furthermore, the external assessment may be conducted by an international accreditation and/or evaluation agency.

6.3. Internal assessment at the College for Business and Technology will be conducted by the Commission for Quality Assurance with all its structures and mechanisms established at the level of different academic units. It is intended that the work of CQA includes national/international academic experts in assessment methods and the implementation of these systems.

Article 7

Internal Assessment

7.1. The CQA in close cooperation with the QATs and in accordance with the quality assurance plans organizes and administers the internal assessment of the academic work of the college.



7.2. Internal assessment conducted by the students, who at the end of each semester and lecture assess the work of the professor in many aspects. Special assessment forms distributed to the students as per recommendations of the CQA and the QAT.

Article 8

Assessment method

8.1. Each faculty or academic unit decides on the method of action that supports and encourages a successful teaching process in accordance with the college policies and to ensure high quality in studies.

8.2. The complete assessment process is managed by the CQA and implemented by the QATs in every academic unit of the college.

8.3. The assessment is conducted by the review of different professional documents and materials in printed, audio, and visual form, or everyday systematic supervision of the teaching and research process, periodic visits in the environment where teaching, research and scientific work is carried out, the review and analysis of work reports, and all other quantitative and qualitative information that portrays the work of the respective academic units of the college.

8.4. Analyzing the level of achievement (learning outcomes) of the students is the primary and main method of assessment of the academic work of the college.

8.5. The academic units continually improve their assessment methods such influencing the motivation of students for learning and research.

Article 9

Teaching assessment instructions

9.1. Teaching is the most relevant process of assessing the quality of the college's work.



9.2. Assessment of the teaching and learning process and other segments of the college`s work is carried out by questionnaires, which include questions concerning different aspects of the teaching and learning process.

9.3. Concerning course projection and reflection the following questions are to be included in the assessment questionnaire:

- a. How effectively is the subject prepared with respect to the material provided for passing the course?
- b. Are the course goals and objectives clear and reasonable?
- c. Have the requirements of the course been clearly announced and have the students been informed about them?
- d. Has the course syllabus been developed reflecting the latest developments of the course and the specific field?

9.4. Concerning the layout of the course and the learning material, the following questions are to be included in the questionnaire:

- a. Does the course lectured by the professor inspire enthusiasm?
- b. Does the professor structure the prepared material in a better technical way and in logic harmony for the purpose of not only attracting attention of freshmen students but also of motivating the senior students for research work?
- c. Has the professor collected teaching materials such as textbooks, video-presentations, computer software courses, transparencies, publications related to teaching, or other materials?



9.5. Concerning passing the course, the following questions shall be included in the assessment form:

- a. Does the professor have appropriate academic knowledge about the course or in the specific field in which he/she teaches?
- b. Is the professor involved in research in the field of subjects he/she teaches, which can enable him/her to follow the current scientific developments?

9.6. Concerning scientific projects, the following questions can be included in the assessment form:

- a. In which ways does the professor take part in the projection and development of the course syllabus of the department? *Leading the research work of the student.*
- b. How active is the professor in coordinating/supervising research projects of graduated students and diploma students?

9.10. Concerning educational and scientific advise, the following questions can be included in the assessment form:

- a. What kind of formal and informal is implemented by the teacher/professor?
- b. How much time does the professor spend in consultations with students?

Article 10

Self assessment

10.1. Self-assessment is another form of internal assessment, which provides valid information regarding the teaching and research process of a given teacher/professor.



10.2. Self-assessment has to be a descriptive assessment report, and can refer to issues dealing with the teaching objectives, theoretical considerations and inclusion of professors in projects of relevant fields in an effort to improve the teaching etc.

10.3. The methods used to collect information from the abovementioned sources are the following: detailed questionnaires and assessment forms, written assessments (responses to the questions in the assessment form), interviews, peer teaching observations etc. By combining the sources of information a myriad of information can be collected for a given professor's teaching. For example, professors may assess the teaching materials or may observe a class taught by their peer. Students may fill the course assessment forms following the conclusion of the semester, take part in individual or group interviews or fill respective sheets after completion of their studies.

Article 11

Inclusion of students in assessment

11.1. Student assessment involved in the teaching process will be taken into account as a valid comment for ability of clear communication of the professor, for the level of course preparation from the professor, assessing if the professor knows to rationalize and make the teaching time more effective, concluding to what extent is the professor sensible and responsible to the difficulties that the students may face during the course, and assessing the workload of the teaching process, etc.

11.2. Student assessment shall not be taken as the sole basis of judging regarding the appropriateness, load, and the update of the course, including the level of knowledge and work of professor.

11.3. The assessment of professor is completed according to the unified form by the vice-rector for academic affairs who provides instructions for filling the forms. The responses to the questions are on a numerical scale from one to ten, whereby the lowest assessment is number 1, and the highest assessment that can be given is number 10. The student circles the number which according to him provides the closest assessment for teaching of his professor.



11.4. Each course is assessed by the students whenever the course is taught. The results of the assessment of each course are incorporated into the file of academic personnel – professors. During the placement of assessment results in the file of the professor, the year should be noted, when the professor was assessed for the taught course. If the professor teaches the assessed course for the first time, the recorded result may not be taken into account based on the will of the professor.

11.5. The vice-rector of academic affairs collects the completed questionnaires, the summary results and the percentage of the course that is represented by the above mentioned results. If the summary shows that less than two thirds of the assessment group of students completed the questionnaire, an explanation for the absence of results has to be given.

11.6. The data are collected separately for each course. The collected data for several courses may dim the individual differences in the effectiveness of teaching for different teaching methods, and problems may arise for the real weight of the answers in each course. The summary of data for several sessions of the same course may equalize the long-term expectations towards the success or failure of students.

11.7. If there are less than 10 questionnaires completed by the students of a specific course, they will not be summarized but will simply be included in the file of the course and of the professor. The student questionnaires from independent reading courses or seminars with a small number of attendees shall be gathered for several years in a row, and will be processed when their number is sufficient.

11.8. If there are more than 10 student questionnaires that are subject to quantification, the summary shall include the following:

- a. distribution of density of student classification on each point;
- b. average response;



c. norms (averages) of department or comparative norms for key issues of subjects or of a similar dimension, similar level or similar type of teaching (e.g. lab seminar, lecture, studio etc.).

11.9. The vice-rector keeps the unprocessed data of student assessment for three years for all faculties; summarized information (by including statistical data and synthesis of opened questions) is a permanent content of the professor's file.

11.10. Deans of faculties meet with the members of the faculty, whose classifications are sensitively below the planned norm of the faculty, to advise them on how to improve the teaching.

11.11. Information obtained from the graduated students (alumni) is taken into consideration for the assessment of teaching effectiveness of the course professor. For example: What role has the course, taught by a given professor, played to the graduated student in the preparation for advanced studies or in motivating the student to work in the relevant profession?

Article 12

Professor's file

12.1 Deans of faculties and directors of other academic units in close coordination with the human resources office shall keep the file of each member of the department.

12.2. The professor's file shall include the following materials:

- a. A letter of the faculty prepared by the dean of faculty is the fundamental part of the file. A letter completed by the faculty describes the teaching procedures, nature, quality of teaching of the candidate, and other evidence on which this assessment has been based.
- b. The report of the commission appointed by the department on the review of the mid-career cases, acquisition of the title of regular professor, and the duration of the contract. For these



types of reviews and for relevant cases, the departments establish specific commissions (with two or more members of the department), which review the assessment data on the basis of assessment of the teaching of the candidate. The commission prepares the report, which will include the file of the relevant case.

- c. Candidate statement: Candidates issue a written statement regarding their position on teaching, including the objectives of special courses and selection of the teaching strategy. They will also comment on their efforts to improve teaching and respond to remarks /requests issued by the department and students on the way of teaching.
- d. Description of delivered courses: A single list including the courses of the department. The candidate comments on the courses by explaining new courses that can be taught in team, etc.
- e. Peer assessment: A single file includes a report on the teaching of the candidate, information rendered by the peers of the faculty who possess knowledge on the content of the subjects (courses) that the candidate teaches. Reports quote pieces of evidence (observations, reviews of teaching materials etc).
- f. Student assessment: The reviewers review the assessment data rendered by students related to each particular subject (course) taught by the candidate during the period of advancement of the candidate (or when the candidate's case is under review).
- g. The assessment by former students: Former students as well as all academic personnel working with the candidate render information on the candidate's teaching. The file include letters, group interview results, or summaries of observations of former students commenting on the candidate's teaching.

12.3. Employment promotion requests of candidates or requests for extension of contract are not reviewed without clear documentation of the work performed during the teaching or without a positive assessment report issued by ESC and KSC of the college.



Article 13

Review procedures

13.1. Actions of the staff for assessment of employment promotions are initiated at the level of the faculty. The dean of the faculty, in close consultation with each candidate, collects a review file, which following the discussion at the department level will be submitted to the human resources officer for review under ‘the regulation on the procedure for selection of candidates for science, academic, and professional titles and titles of adjunct professor’ at the college.

Prishtina, October 2020

Edmond Hajrizi,

President of UBT