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# **UBT Faculty of Sport Science and Movement**

Prishtina, Kosovo 2021



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Based on provisions of Law No. 04/L-037 on High Education in the Republic of Kosovo, as well as the provision of Article 88 of the Statute of the HEPP UBT College, the President approves this:

## **Quality Assurance Policy Of the Faculty of Sport Science and Movement**

### **I. Introduction**

#### Article 1

The UBT Faculty of Sport and Movement Science (FSMS) provides study programs in the sport sciences. UBT FSMS will run bachelor program and master program.

#### Article 2

The faculty's study programs meet society's need for graduates who are ready for the labor market, are professional and have research competences based on the latest theoretical and practical knowledge. The faculty is responsible for ensuring that the program's competency goals reflect the courses' academic and research development, as well as the needs of society and employers.

#### Article 3

The quality-assurance system ensures that the content of the faculty's study programs reflects society's need for sport science graduates with extensive knowledge and practical skills in areas such as analysis, planning, treatment, prevention and innovation, and that the graduates' choices of methods and approaches to problem solving is research and evidence-based.

### **II. Objectives of Quality Assurance Policy**

#### Article 4

Quality-assurance policy for teaching and the education area is expressed in a number of objectives:

1. UBT FSMS and UBT SC's study programs educate graduates to a high international level



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2. The study programs are research-based, and the content is based on internationally recognized research
  3. A quality culture is maintained and developed in which everyone – students, staff and management – continuously works to improve the study programs
  4. Relevant academic content and appropriate planning of the study programs is ensured so that they may be completed in the prescribed time
  5. UBT FSMS and UBT SC develops study programs in close dialogue with employers, including the regulatory agencies
  6. The didactics and physical frameworks for the courses, including the study environment, are continuously enhanced to guarantee an effective, modern and motivating learning environment
  7. A balance is achieved between, on the one hand, the guidelines for the professional programs' national standards; and on the other, an increasingly international educational environment in terms of lecturers, students and the labor market
  8. The ongoing development work on the structure of the study programs, course content and competency goals comply both with national legislation and with the UBT and the faculty's internal guidelines, and that management, lecturers and students all exert influence on the process.

### **III. THE CONCEPT OF QUALITY**

#### Article 5

Evaluating quality in education is based on processes and procedures in place to assure quality and, to a lesser extent, on an evaluation of the actual learning effect of the planned activities, including meeting the program's final competence goals. Assuring the quality of learning is the principal objective of quality assurance for an educational institution, and therefore assuring these processes is an important element in the overall quality-assurance policy.

#### Article 6

UBT FSMS and UBT SC's internal quality-assurance policy is based on two interpretations of the concept of quality, that are process quality and learning quality.



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## **IV.1. PROCESS QUALITY**

### Article 7

Processes and procedures assure the quality of the programs and ensure that they are run properly and comply with current laws and regulations. Good process quality enables the programs to work in a structured and systematic manner on assuring the quality of teaching and programs. It also ensures that teachers and administrators comply with the guidelines for achieving the targets set by the UBT's program organizers, including the study boards.

## **IV.2. LEARNING QUALITY**

### Article 8

The learning quality of key teaching situations involves lecturers and students and is based on the individual concerned. It is determined by the relationship between the lecturer's "personality" and educational professionalism on the one hand, and the students' motivation and intellectual capacity on the other. Good and bad teaching are identified largely through student evaluations. Using the 5-point grading scale, which indicates the degree of fulfilment of the learning objectives, the exam also reflects the learning outcomes to some extent.

### Article 9

In addition to evaluations and examinations, UBT FSMS's policy is to assure the quality of learning via the following two processes:

1. Improving lecturers' educational and didactic competences through specific training and commitment, in order to ensure a high degree of professionalism
2. Providing a good study environment and an appropriate and modern infrastructure that helps to engage and motivate students.

## **IV.3. QUALITY CULTURE**

### Article 10

Lecturers, students and administrative staff of UBT FSMS take personal responsibility for ensuring that the study programs and teaching meet the quality standards that apply to sport science programs. The specific quality assurance responsibilities assigned to the individual members of staff are described in the function or job descriptions. The content and organization of the teaching are designed to inspire critical thinking, while course evaluations and involvement in education policy serve to encourage them to play an active role in quality assurance. Personal responsibility makes clear the expectation that each individual – in his or



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her own way – has a duty to make a positive contribution, so that the faculty’s teaching and study programs meet the prescribed standards at all times.

## **V. RESEARCH-BASED**

### Article 11

Research-based education at UBT FSMS is realized in the sense that the lecturers are researchers, and the faculty strives to ensure that all teaching is provided by active researchers.

### Article 12

Teaching in different subject areas and levels of education necessitates different teaching skills and competences. In specific fields, it may be appropriate that lecturers with other qualifications and practical experience, e.g. external specialists and practitioners, do the teaching.

### Article 13

At UBT FSMS, the proportion of teaching not provided by researchers is determined in relation to the nature of the subject areas. This entails a robust evaluation of which teaching qualifications will achieve the best quality of learning.

### Article 14

Involvement in research and giving students direct access to participation in research-related activities are further essential elements of research-based teaching. Involvement in research takes the form of laboratory exercises, sourcing critical studies and, especially, participating in actual research projects (e.g. bachelor projects and master’s theses).

### Article 15

UBT FSMS has the following objectives for research-based teaching:

1. That the content reflects the latest research findings
2. That it has links with a recognized international research environment that conducts research in the subject area concerned
3. That it is managed (but not necessarily provided) by researchers
4. That it is provided by active researchers within the relevant subject area, unless there are compelling reasons to use specialists or practitioners with other qualifications
5. That students receive training in scientific methodology, both in theory and in practical interaction with researchers and participation in research projects



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6. That students gain understanding of research and competences, including critical and independent use of source material, and acquisition of new knowledge.

## **VI. POLICY PROCEDURES FOR QUALITY ASSURANCE**

### Article 16

This document describes the UBT FSMS's key quality assurance policies. The quality-assurance policy outlines, how the faculty defines the concept of quality and how the concept is interpreted and applied.

### **VI.1. APPROVAL, MONITORING AND PERIODIC REVIEW OF PROGRAMS**

#### Article 17

This sub-policy concerns the ongoing work on the study programs and is mainly embedded in the study boards and the faculty's study administration.

#### Article 18

The guidelines and procedures are designed to ensure that:

1. Structure and content, the administrative processing and the ongoing work on the faculty's study programs comply with laws and regulations as well as UBT and faculty policies
2. UBT and faculty internationalization strategies are implemented in the study programs
3. Individual study boards work on the study program on an informed and well-documented basis that requires access to detailed and up-to-date management information.

#### Article 19

The UBT FSMS study boards' ongoing work with the study programs is embedded in the individual procedures' annual cycles.

#### Article 20

The annual cycles involve external quality-assurance requirements, pursuant to laws and regulations, general quality-assurance requirements formulated by UBT and internal quality-assurance requirements adopted at faculty level.

The annual cycle for the revision of curricula converts the results of quality assurance work into follow-up activities. The key element is the study boards' responsibility for the development of curricula that – based on management information – are continually adjusted



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to comply with the qualification's framework, competency goals, ECTS credits, etc., but also take into account the programs' financial and physical parameters.

The annual cycle of program reports is largely synchronized with all parts of the quality-assurance process and the ongoing work with the individual study programs. In this way, the annual cycle provides guidelines for the use of intake, drop-out rates, pass rates and course evaluations in quality assurance.

#### Article 21

The course evaluation follows the general UBT guidelines and includes systematic evaluation of the students' experience of all courses offered at UBT FSMS. For the purposes of systematic and targeted follow-up, course managers, heads of studies, heads of department and Institutional management (during Internship) provide feedback on the students' evaluation during each semester. Periodic evaluations of the whole course of study are also conducted.

### **VI.2. ASSESSMENT OF STUDENTS**

#### Article 22

This sub-policy concerns exams and is designed to ensure that students are assessed using published criteria, regulations and procedures that are applied consistently.

#### Article 23

The guidelines and procedures are designed to ensure that:

1. Students, lecturers and administrators follow the rules and are fully informed of all aspects of work concerning exams
2. Study boards and other program organizers are aware of the qualification's framework, curricula and competence goals and testing
3. Lecturers, students and administrators are aware of assessment criteria, the role of the external examiners, and the complaints and appeals procedures.

#### Article 24

The specific work on designing, providing and evaluating exams is organized according to a semester cycle. Guidelines and procedures ensure that framework plans, exam plans, grading instructions and external examining are drawn up/organized within fixed timeframes, so that ordinary exams meet all of the relevant requirements stipulated in the UBT policies.



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### **VI.3. QUALITY ASSURANCE OF LECTURERS**

#### *Article 25*

This sub-policy concerns ensuring the availability of necessary and up-to-date teaching competences and qualifications.

#### *Article 26*

The guidelines and procedures are designed to ensure that:

1. Teaching is provided by active researchers and that all researchers with teaching duties are involved in the development of both the teaching and the program
2. An up-to-date teaching portfolio is used to document the researchers' development as lecturers
3. Teaching portfolios are central to recruitment, promotion and development reviews
4. Student evaluations of teaching are used to develop individual lecturers' competences
5. Lecturers receive relevant educational skills-enhancement training opportunities.

#### *Article 27*

Lecturers' teaching competences are monitored and enhanced via performance reviews and courses in educational theory and practice.

#### *Article 28*

The students regularly evaluate the individual teaching elements.

### **VII. LEARNING RESOURCES AND STUDENT SUPPORT**

#### *Article 29*

This sub-policy relates to the ongoing assurance of all administrative support functions that are necessary for the planning and implementation of teaching and for the quality assurance of the general teaching infrastructure. It also covers the ongoing assurance of the quality of learning by providing a well-organized and stimulating study environment.

#### *Article 30*

The guidelines and procedures are designed to ensure that:





1. All student administrative support functions within the faculty comply with the current laws and regulations
2. All teaching activities are implemented as planned
3. Based on the curricula, framework plans are drawn up to support the requirements for teaching facilities, including rooms, equipment, and technical and administrative resources
4. The faculty's study environment is regularly evaluated via teaching evaluations, and the evaluations are translated into the ongoing development of a well-organized and stimulating learning environment.

#### Article 31

UBT FSMS operates according to the principle of learning quality. Aspects such as classrooms and the ICT-supported teaching infrastructure are quality-assured by ongoing investment based on the programs' continuous development and on regular teaching-environment evaluations that map the faculty's psychological and physical study environment.

### **VIII. INFORMATION SYSTEMS**

#### Article 32

This sub-policy concerns all types of management information that informs the study boards' and faculty management's discussions and subsequent decisions related to the ongoing quality assurance of teaching and the study program. The overall information system describes what data to collate, who is responsible for generating it and when it should be available.

#### Article 33

The guidelines and procedures are designed to ensure that:

1. Management information is provided to the study boards and faculty management so that discussions and decisions related to the ongoing quality assurance of teaching and the study program are carried out on an informed and qualified basis
2. The information system includes what data to collate, who is responsible for generating it and when it should be available.

#### Article 34

UBT FSMS regularly generate data and statistics that are used as management information in the ongoing work with the faculty's study programs. UBT FSMS contribute to the data included in the program evaluations and the annual program reports.



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Updated management information must be made available as per the faculty's annual cycle of work with the study programs.

## **IX. PUBLIC INFORMATION**

### *Article 35*

This sub-policy relates to the statutory information about the study programs.

### *Article 36*

It is UBT FSMS policy that the faculty's official website provides comprehensive information on teaching, programs, research, communication, organization and finance. The information will also be available in English whenever this is deemed appropriate. Information specifically for staff and enrolled students is published on the Faculty intranet in both Albanian and English.

## **X. FINAL AND TEMPORARY PROVISIONS**

### *Article 37*

Amendments and additions to this Policy shall be made in the same procedure as this Policy was enacted.

### *Article 38*

This Policy shall enter into force eight (8) days after it's signature and publication at the UBT announcement website.

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Prof. Dr. Edmond Hajrizi, President