



COLLEGE UBT

**RECOMMENDATIONS LIST FOR FURTHER
QUALITY IMPROVEMENT BASED ON
ASSESSMENT REPORT OF INTERNAL
QUALITY ASSURANCE**

ARCHITECTURE AND SPATIAL PLANNING

September 2025

Chapter 1: Mission, Objectives, and Administration of the Faculty

Facilities and equipment adequacy for student enrollment (9)

Recommendation: Modernize and expand facilities to anticipate future student numbers and ensure alignment with evolving curriculum requirements.

Involvement of students and staff in information provision and analysis (9)

Recommendation: Strengthen systematic feedback mechanisms and broaden opportunities for staff and student participation in data analysis.

Adequacy of policy and review process (9)

Recommendation: Provide clearer evidence of policy implementation impact and enhance documentation of improvements.

Sufficiency of administration for teaching and learning needs (9)

Recommendation: Increase specialization and responsiveness in administrative support to optimize teaching and learning processes.

Professional development plan for administrative staff (9)

Recommendation: Set clear implementation timelines and provide tailored training opportunities aligned with staff roles.

Structural involvement of administrative staff in professional development (9)

Recommendation: Enhance consistency in monitoring participation and introduce incentives to encourage engagement.

Analysis and action based on previous QA recommendations (8)

Recommendation: Establish a systematic process to evaluate the link between recommendations and implemented improvements, with evidence of impact.

Chapter 2: Quality Management

Public quality assurance policy (9)

Recommendation: Update policies more frequently and provide stronger evidence of implementation across all delivery modes.

Continuous improvement cycle (9)

Recommendation: Ensure outcomes and measurable impact of the PDCA cycle are fully documented and communicated.

Monitoring plan and stakeholder participation (8)

Recommendation: Expand stakeholder inclusiveness and strengthen clarity in how feedback is integrated into revisions.

Definition and inclusiveness of approval process (9)

Recommendation: Extend stakeholder participation to fully engage external partners such as alumni, industry, and civil society.

Regular monitoring of KPIs (9)

Recommendation: Standardize reporting formats and ensure systematic follow-up actions from KPI reviews.

Inclusion of stakeholders in approval (8)

Recommendation: Balance engagement by formalizing structured input from alumni, industry, and civil society alongside staff and students.

Stakeholder involvement in monitoring processes (9)

Recommendation: Strengthen follow-up mechanisms to ensure feedback translates into visible actions.

Regular stakeholder questionnaires (9)

Recommendation: Communicate actions taken from feedback clearly to close the loop.

Defined processes for student practice monitoring (8)

Recommendation: Make processes systematic, evidence-based, and consistently applied across all student practices.

Communication and publication of results (9)

Recommendation: Improve accessibility, clarity, and timeliness of monitoring reports for all audiences.

Availability of policies and guidelines (9)

Recommendation: Implement version control and update outdated documents systematically.

Publication of pass/dropout/employment data (8)

Recommendation: Regularly update and expand datasets, provide contextual analysis, and present results objectively.

Chapter 3: Academic Staff

Advertisement of vacancies (9)

Recommendation: Expand use of international academic platforms and targeted campaigns to reach a wider pool of candidates.

Adequacy of staff numbers and qualifications (9)

Recommendation: Address minor expertise gaps through targeted recruitment or professional development.

Support for assessment methods (9)

Recommendation: Increase participation rates in assessment-related training to ensure consistent application.

Onboarding and training for new staff (8)

Recommendation: Standardize onboarding across departments and expand training content for smoother integration.

Support mechanisms for staff research (9)

Recommendation: Enhance financial and institutional support to increase research outputs and publications.

Training for external associates (8)

Recommendation: Provide tailored, regular training sessions and evaluate their effectiveness.

Encouragement in thesis supervision (8)

Recommendation: Introduce structured incentives and clearer collaboration guidelines to boost participation.

Chapter 4: Educational Process Content Delivery

Best practices in defining ILOs (9)

Recommendation: Strengthen stakeholder validation to ensure full alignment.

Classification of outcomes (9)

Recommendation: Refine indicators for clearer separation of knowledge, skills, and competences.

Comparison with EHEA programs (9)

Recommendation: Broaden benchmarking with more international references and detailed data.

Interactive and research-based methods (9)

Recommendation: Ensure consistent application across courses and expand use of digital tools.

Continuous evaluation and adaptation of teaching (8)

Recommendation: Formalize feedback loops and make adaptations more evidence-based and timely.

Tailoring of methods for diverse populations (9)

Recommendation: Strengthen inclusive pedagogical practices to address varied learning needs.

Systematic assessment of knowledge/skills/competences (9)

Recommendation: Introduce more diverse assessment tools and deepen alignment with outcomes.

Achievement of learning outcomes (9)

Recommendation: Strengthen measurement of higher-order skills and long-term impacts.

Assessment rubrics (8)

Recommendation: Standardize rubrics across courses, add detailed performance levels, and ensure consistency.

Chapter 5: Students

Student progress monitoring system (9)

Recommendation: Enhance with predictive analytics and earlier intervention mechanisms.

Analysis of progression and completion rates (8)

Recommendation: Provide more detailed, benchmarked, and systematically used reporting.

Attraction and support mechanisms for foreign students (9)

Recommendation: Consider developing fully English-accredited tracks to boost international student appeal.

Chapter 6: Research

Provision of resources (8)

Recommendation: Increase financial support for research, publications, and conference participation.

Frequency and quality of publications (9)

Recommendation: Provide incentives and institutional funding to increase staff publications.

Community-related research (8)

Recommendation: Institutionalize community engagement projects and raise their visibility.

Collaborative ties with HEIs (8)

Recommendation: Broaden scope and secure long-term international collaborations.

Local business collaborations (9)

Recommendation: Strengthen partnerships through structured agreements and mutual evaluation.

Technology transfer and knowledge sharing (9)

Recommendation: Establish systems to track, measure, and report impact of industry partnerships.

Incorporation of research into teaching (8)

Recommendation: Ensure consistent integration of staff research across courses.

Student engagement in research (9)

Recommendation: Expand opportunities for students to co-author, publish, and present research outputs.

Chapter 7: Infrastructure and Resources

Facilities for students with special needs (8)

Recommendation: Expand accessibility features and inclusive support services in line with international standards.

Reading rooms and book stock (9)

Recommendation: Increase capacity and update resources regularly.

Adequate seating in group/reading rooms (8)

Recommendation: Expand seating and optimize room allocation during peak hours.

Additional funding through projects/partnerships (8)

Recommendation: Diversify funding streams and build stronger community and research partnerships.

Utilization of extra financial resources (8)

Recommendation: Document impact of additional funds and allocate strategically to priority areas.

Annex: Prioritized Action Plan

Short-term (within 1 year)

- Update QA policies regularly and ensure version control.
- Communicate follow-up actions from stakeholder feedback clearly.
- Expand training for administrative and academic staff, especially in assessment and onboarding.
- Standardize assessment rubrics with clear performance levels.
- Improve accessibility features for students with special needs.
- Enhance communication of monitoring results for clarity and timeliness.

Medium-term (1–3 years)

- Broaden international recruitment campaigns for staff and students.
- Increase predictive analytics use for student monitoring and early intervention.
- Address staff expertise gaps through targeted recruitment and development.
- Expand benchmarking of learning outcomes with international references.
- Formalize incentives for external associates in thesis supervision.
- Institutionalize systematic evaluation of QA recommendations and impacts.

Long-term (3–5 years)

- Modernize and expand facilities and library capacity.
- Diversify funding streams and strategically allocate resources.
- Increase financial and institutional support for staff research and publications.
- Broaden and institutionalize international collaborations and community-based research.
- Strengthen measurement of higher-order learning outcomes and long-term graduate impact.
- Systematize technology transfer and industry partnership tracking.

