



**COLLEGE UBT**

**COMPREHENSIVE INTERNAL FACULTY SELF  
EVALUATION REPORT BASED ON INTERNAL  
QUALITY ASSURANCE MANUAL**

**FACULTY OF**

**ARCHITECTURE AND SPATIAL PLANNING**

September 2025

## **Master level Prishtina**

### **UBT College Internal Quality Assurance Review Standards For Program and Faculty Evaluation**

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

**Standard 1.1:** The study program aligns with the higher education institution's mission, strategic goals, and societal needs and they are made publicly available.

##### **Matrix for Self-Evaluation:**

| Indicator                                                                          | Rating (1-10) | Comments                                                                                                                    |
|------------------------------------------------------------------------------------|---------------|-----------------------------------------------------------------------------------------------------------------------------|
| Program's content and structure alignment with the institution's mission and goals | 10            |                                                                                                                             |
| Study program's recognition of HEI's specifics                                     | 10            |                                                                                                                             |
| Intended learning outcomes alignment with the institution's mission and goals      | 10            |                                                                                                                             |
| Delivery of study program supported by a needs analysis                            | 10            |                                                                                                                             |
| Justification of student enrollment numbers in the study program                   | 10            |                                                                                                                             |
| Facilities and equipment adequacy for student enrollment                           | 9             | Facilities are largely sufficient, but some areas may need further modernization or expansion to fully meet future demands. |

#### **1.2 Academic Integrity and Freedom**

**Standard 1.2:** The study program adheres to policies and procedures on academic integrity and freedom that prevent all forms of unethical behavior. These policies are publicly available, and all stakeholders are informed.

##### **Matrix for Self-Evaluation:**

| Indicator                                                     | Rating (1-10) | Comments |
|---------------------------------------------------------------|---------------|----------|
| Presence of written procedures addressing unethical behaviors | 10            |          |

| Indicator                                                         | Rating (1-10) | Comments |
|-------------------------------------------------------------------|---------------|----------|
| Implementation evidence of anti-plagiarism procedures             | 10            |          |
| Ethical standards awareness among students and staff              | 10            |          |
| Efficiency of mechanisms monitoring potential unethical behaviors | 10            |          |

### 1.3 Information management

**Standard 1.3:** Relevant information is collected, analyzed, and utilized to ensure effective management of the study program and other activities. This information is publicly available.

| Indicator                                                               | Rating (1-10) | Comments                                                                                                                                              |
|-------------------------------------------------------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| Adequacy of the information management system                           | 10            |                                                                                                                                                       |
| Ethical and government policy considerations for data protection        | 10            |                                                                                                                                                       |
| Involvement of students and staff in information provision and analysis | 9             | Participation is strong, but it could be further improved by establishing more systematic feedback mechanisms and broadening stakeholder involvement. |

### 1.4 Administrative Support

**Standard 1.4:** The study program is bolstered by appropriate and sufficient administrative support to achieve its goals in teaching, learning, research, and community service.

Matrix for Self-Evaluation:

| Indicator                                                          | Rating (1-10) | Comments                                                                                                                         |
|--------------------------------------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------------|
| Adequacy of policy and review process for study program activities | 9             | The policy and review process is well-structured and effective, but minor gaps remain in demonstrating full impact               |
| Sufficiency of administration for teaching and learning needs      | 9             | Administrative support sufficiently meets teaching and learning needs, but some areas could benefit from enhanced specialization |

| Indicator                                                                  | Rating<br>(1-10) | Comments                                                                                                                   |
|----------------------------------------------------------------------------|------------------|----------------------------------------------------------------------------------------------------------------------------|
| Presence of a professional development plan for administrative staff       | 9                | Plan is in place and relevant, but needs clearer implementation timelines or more tailored training opportunities.         |
| Structural involvement of administrative staff in professional development | 9                | Involvement is evident, but could be enhanced through more consistent monitoring or stronger incentives for participation. |

## 1.5 Implementation of Quality Improvement Recommendations

**Standard 1.5:** Recommendations from previous internal and external quality assurance procedures are actively implemented for the study program's quality enhancement.

Matrix for Self-Evaluation:

| Indicator                                                | Rating<br>(1-10) | Comments                                                                                                                                    |
|----------------------------------------------------------|------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Analysis and action based on previous QA recommendations | 8                | Follow-up actions are evident, but the connection between recommendations and implemented improvements requires more systematic evaluation. |

## Chapter 2: Quality Management

### 1.1 Internal Quality Assurance System

**Standard 2.1.:** The delivery of the study program is governed by a robust internal quality assurance system, involving all pertinent stakeholders.

Matrix for Self-Evaluation:

| Indicator                                                                               | Rating<br>(1-10) | Comments                                                                                                                                   |
|-----------------------------------------------------------------------------------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Conformance of internal QA system with national, ESG, and international standards       | 10               |                                                                                                                                            |
| Availability of a public quality assurance policy covering all program delivery aspects | 9                | The policy is clear and accessible, but stronger proof of implementation across all delivery modes and more frequent updates are required. |

| Indicator                                                                                          | Rating (1-10) | Comments                                                                                                             |
|----------------------------------------------------------------------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------|
| Presence and definition of internal QA procedures for the study program                            | 10            |                                                                                                                      |
| Support from institution's/academic unit's quality assurance coordinators                          | 10            |                                                                                                                      |
| Continuous improvement cycle (PDCA) formation by QA policies and processes                         | 9             | The cycle is well established, but outcomes and measurable impact need to be more fully documented and demonstrated. |
| Adequacy of monitoring plan for QA procedures and inclusive stakeholder participation in revisions | 8             | A monitoring plan is in place, but stakeholder inclusiveness and clarity in feedback integration remain limited.     |

## 1.2 Design and Approval Process

**Standard 2.2:** The study program adheres to a design and approval process established by the HEI.

Matrix for Self-Evaluation:

| Indicator                                                                                                | Rating (1-10) | Comments                                                                                                               |
|----------------------------------------------------------------------------------------------------------|---------------|------------------------------------------------------------------------------------------------------------------------|
| Alignment of study program development with institution's mission and goals                              | 10            |                                                                                                                        |
| Transparency and adequacy of internal QA process and approval from strategic management bodies           | 10            |                                                                                                                        |
| Definition and inclusiveness of development and approval process                                         | 9             | Process is clearly defined, but inclusiveness should fully extend to all external stakeholders.                        |
| Regular monitoring of key performance indicators for program delivery quality                            | 9             | Monitoring is consistent, though reporting or follow-up actions could be more systematic.                              |
| Inclusion of all stakeholders during approval process (staff, students, alumni, industry, civil society) | 8             | Stakeholders are included, but their engagement is not yet fully balanced. It could be more structured and consistent. |

### 1.3 Periodic Monitoring and Review

**Standard 2.3.:** Regular monitoring and reviews are conducted for the study program to ensure objectives are met, with stakeholder participation.

Matrix for Self-Evaluation:

| Indicator                                                                                 | Rating (1-10) | Comments                                                                                                                                             |
|-------------------------------------------------------------------------------------------|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Regular monitoring for societal needs alignment of the program                            | 10            |                                                                                                                                                      |
| Checks on workload (ECTS) allocation and learning outcomes achievability                  | 10            |                                                                                                                                                      |
| Involvement of stakeholders in monitoring processes, including feedback mechanisms        | 9             | Stakeholders are actively involved, but the process could be strengthened by ensuring more systematic follow-up.                                     |
| Regular stakeholder questionnaires and integration of feedback into improvement processes | 9             | Questionnaires are conducted and feedback used, but the follow-up actions or evidence of impact should be more clearly communicated to stakeholders. |
| Defined processes for monitoring and improvement of student practices, if applicable      | 8             | Processes for monitoring and improving student practices are defined, but they are not yet fully systematic                                          |
| Analysis of collected information and action-taking for program currency                  | 10            |                                                                                                                                                      |
| Communication and publication of monitoring results and action plans                      | 9             | Results and plans are shared, but the accessibility, clarity, and timeliness of communication could be improved to reach all audiences effectively.  |

### 1.4 Information Transparency

**Standard 2.4:** All vital information about the study program is transparent, accurate, updated, and publicly available.

Matrix for Self-Evaluation:

| Indicator                                                                                                                           | Rating<br>(1-10) | Comments                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------|------------------|-------------------------------------------------------------------------------|
| Public availability of all policies, regulations, and guidelines related to the program                                             | 9                | Most documents are online, but a few are outdated                             |
| Publication of admission criteria, recognition, syllabuses, learning outcomes, credits, assessment methods, and final qualification | 10               |                                                                               |
| Public availability and objective presentation of pass rate, dropout rate, and graduate employment                                  | 8                | Data is published, but not directly and is incomplete, not regularly updated. |
| Accuracy, reliability, and regular updating of publicly available information on the program                                        | 10               |                                                                               |

## Chapter 3: Academic Staff

### 3.1 Recruitment of Teaching Staff

**Standard 3.1:** The teaching staff recruitment for the study program adheres to national legislation and internal regulations, ensuring an objective and transparent procedure.

#### Matrix for Self-Evaluation:

| Indicator                                                                      | Rating<br>(1-10) | Comments                                                                                                                             |
|--------------------------------------------------------------------------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| National and international advertisement of vacancies                          | 9                | Vacancies are well advertised, but outreach could be broadened through additional international platforms or more targeted promotion |
| Clarity and transparency of staff recruitment and employment conditions        | 10               |                                                                                                                                      |
| Adequacy of procedures for optimal candidate selection                         | 10               |                                                                                                                                      |
| Provision of complete job descriptions and employment conditions to candidates | 10               |                                                                                                                                      |

### 3.2 Adequacy and Qualification of Academic Staff

**Standard 3.2:** The study program is delivered by adequately qualified academic staff ensuring effective knowledge transfer.

Matrix for Self-Evaluation:

| Indicator                                                          | Rating (1-10) | Comments                                                                                        |
|--------------------------------------------------------------------|---------------|-------------------------------------------------------------------------------------------------|
| Adequacy of staff number and qualifications for program delivery   | 9             | Staffing is sufficient and qualified, but minor gaps exist in only a few specialized expertise. |
| Limitations on academic staff covering multiple teaching positions | 10            |                                                                                                 |
| Appropriate student-teacher ratio and academic staff workload      | 10            |                                                                                                 |
| Relevance of academic staff qualifications to courses taught       | 10            |                                                                                                 |
| Efficiency of mentorship and guidance provided to students         | 10            |                                                                                                 |

### 3.3 Advancement and Reappointment of Staff

**Standard 3.3.:** The study program's academic staff undergoes advancement and reappointment based on transparent and objective procedures, reflecting excellence.

Matrix for Self-Evaluation:

| Indicator                                                            | Rating (1-10) | Comments |
|----------------------------------------------------------------------|---------------|----------|
| Transparency and objectivity of teacher advancement procedures       | 10            |          |
| Basis of staff promotion on excellence and significant achievements  | 10            |          |
| Consideration of feedback in staff advancement and contract renewals | 10            |          |

### 3.4 Professional Development Support

**Standard 3.4:** Academic staff involved in the study program is entitled to institutional support for their professional growth.

Matrix for Self-Evaluation:

| Indicator                                                                       | Rating (1-10) | Comments                                                                                                                       |
|---------------------------------------------------------------------------------|---------------|--------------------------------------------------------------------------------------------------------------------------------|
| Presence of an annual plan for staff professional development                   | 10            |                                                                                                                                |
| Evidence of staff participation in professional development programs            | 10            |                                                                                                                                |
| Institutional support for skills development related to assessment methods      | 9             | Support is solid, but needs wider participation to ensure consistent application across all staff.                             |
| Encouragement and support for staff's international mobility and collaborations | 10            |                                                                                                                                |
| Organization of training on teaching preparation and delivery methods           | 10            |                                                                                                                                |
| Onboarding and training provisions for newly employed staff                     | 8             | Onboarding and training provisions exist, but they could be made more comprehensive and standardized across all departments    |
| Support mechanisms for staff research programs                                  | 9             | The direct financial support for research and publishing may increase in order to increase the frequency of staff publications |

### 3.5 Involvement of External Associates

**Standard 3.5:** External associates involved in the study program possess suitable qualifications and work experience, ensuring the program's intended learning outcomes.

Matrix for Self-Evaluation:

| Indicator                                                               | Rating (1-10) | Comments |
|-------------------------------------------------------------------------|---------------|----------|
| Integration of latest research and market trends by external associates | 10            |          |

| Indicator                                                             | Rating (1-10) | Comments                                                                    |
|-----------------------------------------------------------------------|---------------|-----------------------------------------------------------------------------|
| Provision of specific training for external associates                | 8             | Training is provided, but needs consistent evaluation of its effectiveness. |
| Encouragement of external associates in supervising final theses      | 8             | Involvement is encouraged, but participation may increase                   |
| Clarity in workload and quality expectations from external associates | 10            |                                                                             |

## Chapter 4: Educational Process Content Delivery

### 4.1 Formulation of Learning Outcomes

**Standard 4.1:** The study program's intended learning outcomes are meticulously formulated, ensuring alignment with the institution's mission and strategic goals.

Matrix for Self-Evaluation:

| Indicator                                                           | Rating (1-10) | Comments                                                                                                      |
|---------------------------------------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------|
| Alignment of learning outcomes with institutional mission and goals | 10            |                                                                                                               |
| Compatibility of intended learning outcomes with program goals      | 10            |                                                                                                               |
| Student-centric formulation of intended learning outcomes           | 10            |                                                                                                               |
| Adoption of best practices in defining intended learning outcomes   | 9             | Practices are strong, but may need more stakeholder validation to ensure full alignment.                      |
| Classification of outcomes as knowledge, skills, and competences    | 9             | Clear classification is applied, though some outcomes might overlap or lack measurable indicators.            |
| Comparison of learning outcomes with similar EHEA programs          | 9             | Comparisons are made, but could be expanded with more international references or detailed benchmarking data. |

## 4.2 Compliance with National and European Frameworks

**Standard 4.2:** The program's intended learning outcomes are consistent with the National Qualification Framework and European Qualifications Framework level descriptors.

Matrix for Self-Evaluation:

| Indicator                                                 | Rating (1-10) | Comments |
|-----------------------------------------------------------|---------------|----------|
| Alignment with National and European Frameworks           | 10            |          |
| Distinction of undergraduate and graduate level outcomes  | 10            |          |
| Absence of overlapping outcomes across different programs | 10            |          |

## 4.3 Curriculum Content and Structure

**Standard 4.3:** The study program's curriculum content and structure are coherent, facilitating smooth student progression and achievement of intended outcomes.

Matrix for Self-Evaluation:

| Indicator                                               | Rating (1-10) | Comments |
|---------------------------------------------------------|---------------|----------|
| Logical flow of courses within the curriculum           | 10            |          |
| Rules defining the order of student progression         | 10            |          |
| Coverage of core disciplines for competency development | 10            |          |
| Comparability with similar foreign study programs       | 10            |          |

## 4.4 Compliance with Regulated Professions

**Standard 4.4:** If applicable, the study program meets the requirements of EU Directives and adheres to guidelines set by national and international professional associations.

Matrix for Self-Evaluation:

| Indicator                                               | Rating (1-10) | Comments |
|---------------------------------------------------------|---------------|----------|
| Compatibility with EU Directives                        | 10            |          |
| Integration of professional association recommendations | 10            |          |

## 4.5 Student Practice Period Outcomes

**Standard 4.5:** If applicable, the outcomes of the student practice period are clearly defined, with effective processes ensuring students understand the intended outcomes and associated learning strategies.

Matrix for Self-Evaluation:

| Indicator                                                   | Rating (1-10) | Comments |
|-------------------------------------------------------------|---------------|----------|
| Presence of a comprehensive regulation for student practice | 10            |          |
| Mentorship provision for students during practice           | 10            |          |
| Allocation of ECTS credits to practical work                | 10            |          |
| Collaboration with external entities for student practice   | 10            |          |

#### 4.6 Delivery through Student-Centered Teaching

**Standard 4.6:** The study program adopts a student-centered teaching approach, promoting active engagement and effective learning.

Matrix for Self-Evaluation:

| Indicator                                                         | Rating (1-10) | Comments                                                                                                                                          |
|-------------------------------------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| Presence of a didactic concept supporting learning outcomes       | 10            |                                                                                                                                                   |
| Use of varied pedagogical methods aligned with outcomes           | 10            |                                                                                                                                                   |
| Implementation of interactive and research-based learning methods | 9             | Methods are well applied, but consistency across courses and wider use of innovative digital tools should increase.                               |
| Continuous evaluation and adaptation of teaching methods          | 8             | Evaluation is practiced, but feedback loops should be fully systematic, and adaptation could be more evidence-based or timely.                    |
| Tailoring of teaching methods for diverse student populations     | 9             | Adaptations are made, but further improvements are needed to fully address all learning styles, cultural backgrounds, and specific support needs. |
| Integration of modern technology in program delivery              | 10            |                                                                                                                                                   |

#### 4.7 Assessment and Evaluation

**Standard 4.7:** Assessments within the study program are objective and consistent, ensuring the achievement of intended learning outcomes.

Matrix for Self-Evaluation:

| Indicator                                                                         | Rating (1-10) | Comments                                                                                                                                            |
|-----------------------------------------------------------------------------------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Clear mapping of learning outcomes to program components                          | 10            |                                                                                                                                                     |
| Systematic assessment of all relevant areas of knowledge, skills, and competences | 9             | Assessment is comprehensive, but certain competencies need diverse evaluation methods or deeper alignment with learning outcomes.                   |
| Publication and dissemination of assessment and grading criteria                  | 10            |                                                                                                                                                     |
| Ensuring objective and reliable grading                                           | 10            |                                                                                                                                                     |
| Timely feedback provision to students post-evaluation                             | 10            |                                                                                                                                                     |
| Presence of an efficient student appeals procedure                                | 10            |                                                                                                                                                     |
| Achievement of course learning outcomes                                           | 9             | Learning outcomes are generally achieved, but measurement of higher-order skills or long-term impact should be more evident.                        |
| Clear assessment rubrics linked to each learning outcome                          | 8             | Rubrics are provided, but should contain more sufficient detail, consistency across courses, and clear guidance on performance levels for students. |

#### 4.8 Evaluation in terms of ECTS

**Standard 4.8:** Learning outcomes are assessed based on student workload and are expressed in ECTS.

Matrix for Self-Evaluation:

| Indicator                                                            | Rating (1-10) | Comments |
|----------------------------------------------------------------------|---------------|----------|
| Translation of assessment criteria into learning outcomes            | 10            |          |
| Workload calculation and ECTS assignment for all learning activities | 10            |          |

## Chapter 5: Students

### 5.1 Admission Policies

**Standard 5.1:** The study program's admission policies, including requirements, criteria, and processes, are transparent, comprehensive, and publicly available.

Matrix for Self-Evaluation:

| Indicator                                               | Rating (1-10) | Comments |
|---------------------------------------------------------|---------------|----------|
| Clarity and comprehensiveness of admission requirements | 10            |          |
| Adherence to national prerequisites for various levels  | 10            |          |
| Fair and consistent application of admission criteria   | 10            |          |
| Established procedures for recognition of study periods | 10            |          |
| Feedback from student surveys on the admission process  | 10            |          |

### 5.2 Monitoring Student Progression

**Standard 5.2:** The study program consistently collects and analyzes data on student progression, ensuring measures are in place to facilitate completion.

| Indicator                                                    | Rating (1-10) | Comments                                                                                                                                   |
|--------------------------------------------------------------|---------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Effectiveness of the student progress monitoring system      | 9             | System is effective, but could be enhanced with more predictive analytics, personalized feedback, or earlier intervention mechanisms.      |
| Regular analysis of student progression and completion rates | 8             | Analysis is carried out, but reporting should be fully detailed, systematically benchmarked, and consistently used to inform improvements. |
| Dissemination of monitoring results to staff and students    | 10            |                                                                                                                                            |
| Defined progression possibilities and student awareness      | 10            |                                                                                                                                            |
| Feedback from student surveys on progression support         | 10            |                                                                                                                                            |

### 5.3 Support for National and International Students

**Standard 5.3:** The study program provides adequate conditions and assistance for both outgoing and incoming students, whether national or international.

Matrix for Self-Evaluation:

| Indicator                                                              | Rating (1-10) | Comments                                                     |
|------------------------------------------------------------------------|---------------|--------------------------------------------------------------|
| Information dissemination about international mobility programs        | 10            |                                                              |
| Support and encouragement for student involvement in mobility programs | 10            |                                                              |
| Adequacy of ECTS credit recognition regulations                        | 10            |                                                              |
| Availability of foreign language information on admissions             | 10            |                                                              |
| Active attraction and support mechanisms for foreign students          | 9             | Fully English accredited program may increase the attraction |
| Feedback from student surveys on international exchange experiences    | 10            |                                                              |

### 5.4 Resource Provision for Diverse Student Support

**Standard 5.4:** The study program provides adequate resources for student support, considering the diverse needs of various student populations.

Matrix for Self-Evaluation:

| Indicator                                                       | Rating (1-10) | Comments |
|-----------------------------------------------------------------|---------------|----------|
| Sufficiency and qualification of staff for student support      | 10            |          |
| Transparency and availability of student services information   | 10            |          |
| Availability of guidance on study and career opportunities      | 10            |          |
| Clarity of structures and procedures for appeals and complaints | 10            |          |
| Provision and promotion of extracurricular activities           | 10            |          |
| Feedback from student surveys on support services and resources | 10            |          |

## Chapter 6: Research

### 6.1 Alignment with Institution's Mission and Research Goals

**Standard 6.1:** The delivery of the study program is in congruence with the institution's/academic unit's mission and its research strategic objectives.

Matrix for Self-Evaluation:

| Indicator                                                                              | Rating (1-10) | Comments                                                                                                                       |
|----------------------------------------------------------------------------------------|---------------|--------------------------------------------------------------------------------------------------------------------------------|
| Presence of clear research objectives that mirror the institution's research strategy  | 10            |                                                                                                                                |
| Adequate provision of financial, logistic, and human resources for research objectives | 8             | The direct financial support for research and publishing may increase in order to increase the frequency of staff publications |
| Clarity and adherence to policies defining recognized research standards               | 10            |                                                                                                                                |

### 6.2 High-Quality Research Commitment by Academic Staff

**Standard 6.2:** Academic staff involved in the study program is motivated and facilitated to undertake high-quality research or professional activities.

Matrix for Self-Evaluation:

| Indicator                                                                                            | Rating (1-10) | Comments                                                                                                                       |
|------------------------------------------------------------------------------------------------------|---------------|--------------------------------------------------------------------------------------------------------------------------------|
| Validation of staff research through diverse outputs (publications, projects, etc.)                  | 10            |                                                                                                                                |
| Frequency and quality of staff publications in renowned venues                                       | 9             | The direct financial support for research and publishing may increase in order to increase the frequency of staff publications |
| Relevant qualifications and professional experience of staff in professional bachelor study programs | 10            |                                                                                                                                |

### 6.3 Collaboration and Partnership in Research

**Standard 6.3:** Academic staff associated with the study program is encouraged and supported to collaborate with both national and international partners in their research endeavors.

Matrix for Self-Evaluation:

| Indicator                                                                                             | Rating (1-10) | Comments                                                                                                                           |
|-------------------------------------------------------------------------------------------------------|---------------|------------------------------------------------------------------------------------------------------------------------------------|
| Engagement of staff in community-related research and development services                            | 8             | Staff are engaged, but activities may be fully institutionalized and broadly recognized within the community.                      |
| Establishment and maintenance of collaborative research ties with other HEIs                          | 8             | Collaborations exist, but should increase and should be broadened in scope. The continuity and international reach should increase |
| Involvement and support for collaborations with local business partners                               | 9             | Partnerships are active, but could be further strengthened through more structured frameworks or long-term strategic agreements.   |
| Active participation in technology transfer and knowledge sharing with industry and the public sector | 9             | Engagement is evident, but needs deeper long-term partnerships and more systematic tracking of impact and outcomes.                |

### 6.4 Integration of Research into Teaching

**Standard 6.4:** Academic staff involved in the study program integrates their research outcomes into their teaching methodologies and topics.

Matrix for Self-Evaluation:

| Indicator                                                                         | Rating (1-10) | Comments                                                                                                                                                                     |
|-----------------------------------------------------------------------------------|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Incorporation of research results into teaching by the academic staff             | 8             | Research is integrated, but not consistently across all courses, and some teaching relies more on established content than on latest findings.                               |
| Active engagement of students in research activities alongside the academic staff | 9             | Student involvement is strong, but could be broadened through more structured research projects, wider participation across programs, or increased publication opportunities |

## Chapter 7: Infrastructure and Resources

### 7.1 Adequate Premises and Equipment

**Standard 7.1:** The higher education institution provides suitable infrastructure, including premises and equipment, to facilitate educational and research activities.

#### Matrix for Self-Evaluation:

| Indicator                                                                      | Rating (1-10) | Comments                                                                                                                                 |
|--------------------------------------------------------------------------------|---------------|------------------------------------------------------------------------------------------------------------------------------------------|
| Adequacy of premises and equipment for educational and research activities     | 10            |                                                                                                                                          |
| Equipped laboratories with IT technologies for necessary curriculum activities | 10            |                                                                                                                                          |
| Access to necessary software with valid licenses                               | 10            |                                                                                                                                          |
| Functionality of infrastructure for enrolled student capacity                  | 10            |                                                                                                                                          |
| Facilities adapted for students with special needs                             | 8             | Adaptations are in place, but do not fully cover all accessibility requirements, assistive technologies, and inclusive support services. |

### 7.2 Library Resources

**Standard 7.2:** The higher education institution ensures that library resources are ample and suitable for the study program.

#### Matrix for Self-Evaluation:

| Indicator                                                                | Rating (1-10) | Comments                                                   |
|--------------------------------------------------------------------------|---------------|------------------------------------------------------------|
| Availability of reading rooms, group work rooms, and relevant book stock | 9             | Facilities are available, but capacity should be increased |
| Extended operating hours for library services                            | 10            |                                                            |

| Indicator                                                                    | Rating<br>(1-10) | Comments                                                                                                        |
|------------------------------------------------------------------------------|------------------|-----------------------------------------------------------------------------------------------------------------|
| Adequate seating in reading and group work rooms based on student population | 8                | Seating is generally sufficient, but peak times may reveal shortages or limited flexibility in room allocation. |
| Stock of recent and relevant books and electronic resources                  | 10               |                                                                                                                 |
| Subscriptions to local and international publications and periodicals        | 10               |                                                                                                                 |

### 7.3 Funding for Educational Activities and Research

**Standard 7.3:** The study program receives adequate funding to support its intended educational and research objectives.

Matrix for Self-Evaluation:

| Indicator                                                                                     | Rating<br>(1-10) | Comments                                                                                                                   |
|-----------------------------------------------------------------------------------------------|------------------|----------------------------------------------------------------------------------------------------------------------------|
| Existence of a sustainable financial plan for the study program                               | 10               |                                                                                                                            |
| Acquisition of additional funding through projects, partnerships, and community collaboration | 8                | Funding efforts are visible, but scope is limited, with potential to diversify sources further.                            |
| Utilization of extra financial resources for program enhancement                              | 8                | Resources are used effectively, but impact should be fully documented, or allocation could be more strategically targeted. |

## **Bachelor level Prishtina**

### **UBT College Internal Quality Assurance Review Standards For Program and Faculty Evaluation**

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

**Standard 1.1:** The study program aligns with the higher education institution's mission, strategic goals, and societal needs and they are made publicly available.

##### **Matrix for Self-Evaluation:**

| Indicator                                                                          | Rating (1-10) | Comments                                                                                                                    |
|------------------------------------------------------------------------------------|---------------|-----------------------------------------------------------------------------------------------------------------------------|
| Program's content and structure alignment with the institution's mission and goals | 10            |                                                                                                                             |
| Study program's recognition of HEI's specifics                                     | 10            |                                                                                                                             |
| Intended learning outcomes alignment with the institution's mission and goals      | 10            |                                                                                                                             |
| Delivery of study program supported by a needs analysis                            | 9             | Well-structured and relevant, but the needs analysis lack more recent stakeholder input                                     |
| Justification of student enrollment numbers in the study program                   | 9             | Justification is sound, but could be improved with stronger labor market data or long-term trend analysis.                  |
| Facilities and equipment adequacy for student enrollment                           | 9             | Facilities are largely sufficient, but some areas may need further modernization or expansion to fully meet future demands. |

#### **1.2 Academic Integrity and Freedom**

**Standard 1.2:** The study program adheres to policies and procedures on academic integrity and freedom that prevent all forms of unethical behavior. These policies are publicly available, and all stakeholders are informed.

##### **Matrix for Self-Evaluation:**

| Indicator                                                     | Rating (1-10) | Comments |
|---------------------------------------------------------------|---------------|----------|
| Presence of written procedures addressing unethical behaviors | 10            |          |

| Indicator                                                         | Rating (1-10) | Comments |
|-------------------------------------------------------------------|---------------|----------|
| Implementation evidence of anti-plagiarism procedures             | 10            |          |
| Ethical standards awareness among students and staff              | 10            |          |
| Efficiency of mechanisms monitoring potential unethical behaviors | 10            |          |

### 1.3 Information management

**Standard 1.3:** Relevant information is collected, analyzed, and utilized to ensure effective management of the study program and other activities. This information is publicly available.

| Indicator                                                               | Rating (1-10) | Comments                                                                                                     |
|-------------------------------------------------------------------------|---------------|--------------------------------------------------------------------------------------------------------------|
| Adequacy of the information management system                           | 9             | System is functional and comprehensive, but lacks advanced analytics or integration across all units         |
| Ethical and government policy considerations for data protection        | 10            |                                                                                                              |
| Involvement of students and staff in information provision and analysis | 9             | Participation is good, but could be strengthened through more systematic feedback loops or wider engagement. |

### 1.4 Administrative Support

**Standard 1.4:** The study program is bolstered by appropriate and sufficient administrative support to achieve its goals in teaching, learning, research, and community service.

Matrix for Self-Evaluation:

| Indicator                                                          | Rating (1-10) | Comments |
|--------------------------------------------------------------------|---------------|----------|
| Adequacy of policy and review process for study program activities | 10            |          |
| Sufficiency of administration for teaching and learning needs      | 10            |          |

| Indicator                                                                  | Rating (1-10) | Comments                                                                                                                   |
|----------------------------------------------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------|
| Presence of a professional development plan for administrative staff       | 9             | Plan is in place and relevant, but needs clearer implementation timelines or more tailored training opportunities.         |
| Structural involvement of administrative staff in professional development | 9             | Involvement is evident, but could be enhanced through more consistent monitoring or stronger incentives for participation. |

## 1.5 Implementation of Quality Improvement Recommendations

**Standard 1.5:** Recommendations from previous internal and external quality assurance procedures are actively implemented for the study program's quality enhancement.

Matrix for Self-Evaluation:

| Indicator                                                | Rating (1-10) | Comments                                                                                                                     |
|----------------------------------------------------------|---------------|------------------------------------------------------------------------------------------------------------------------------|
| Analysis and action based on previous QA recommendations | 8             | Follow-up actions are visible, but the link between recommendations and implemented improvements need systematic evaluation. |

## Chapter 2: Quality Management

### 1.5 Internal Quality Assurance System

**Standard 2.1.:** The delivery of the study program is governed by a robust internal quality assurance system, involving all pertinent stakeholders.

Matrix for Self-Evaluation:

| Indicator                                                                               | Rating (1-10) | Comments                                                                                                                                  |
|-----------------------------------------------------------------------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| Conformance of internal QA system with national, ESG, and international standards       | 10            |                                                                                                                                           |
| Availability of a public quality assurance policy covering all program delivery aspects | 9             | Policy is comprehensive and accessible, but needs clearer evidence of implementation across all delivery modes and more frequent updates. |

| Indicator                                                                                          | Rating (1-10) | Comments                                                                                                           |
|----------------------------------------------------------------------------------------------------|---------------|--------------------------------------------------------------------------------------------------------------------|
| Presence and definition of internal QA procedures for the study program                            | 10            |                                                                                                                    |
| Support from institution's/academic unit's quality assurance coordinators                          | 10            |                                                                                                                    |
| Continuous improvement cycle (PDCA) formation by QA policies and processes                         | 9             | Cycle is well established, but the documentation of outcomes and measurable impact needs to be fully demonstrated. |
| Adequacy of monitoring plan for QA procedures and inclusive stakeholder participation in revisions | 8             | Monitoring plan exists, but inclusiveness of stakeholders and clarity in feedback integration appears limited.     |

## 1.6 Design and Approval Process

**Standard 2.2:** The study program adheres to a design and approval process established by the HEI.

Matrix for Self-Evaluation:

| Indicator                                                                                                | Rating (1-10) | Comments                                                                                               |
|----------------------------------------------------------------------------------------------------------|---------------|--------------------------------------------------------------------------------------------------------|
| Alignment of study program development with institution's mission and goals                              | 10            |                                                                                                        |
| Transparency and adequacy of internal QA process and approval from strategic management bodies           | 10            |                                                                                                        |
| Definition and inclusiveness of development and approval process                                         | 9             | Process is clearly defined, but inclusiveness should fully extend to all external stakeholders.        |
| Regular monitoring of key performance indicators for program delivery quality                            | 9             | Monitoring is consistent, though reporting or follow-up actions could be more systematic.              |
| Inclusion of all stakeholders during approval process (staff, students, alumni, industry, civil society) | 9             | Stakeholders are involved, but engagement should be more balanced or equally strong across all groups. |

## 1.7 Periodic Monitoring and Review

**Standard 2.3.:** Regular monitoring and reviews are conducted for the study program to ensure objectives are met, with stakeholder participation.

Matrix for Self-Evaluation:

| Indicator                                                                                 | Rating (1-10) | Comments                                                                                                                                             |
|-------------------------------------------------------------------------------------------|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Regular monitoring for societal needs alignment of the program                            | 10            |                                                                                                                                                      |
| Checks on workload (ECTS) allocation and learning outcomes achievability                  | 10            |                                                                                                                                                      |
| Involvement of stakeholders in monitoring processes, including feedback mechanisms        | 10            |                                                                                                                                                      |
| Regular stakeholder questionnaires and integration of feedback into improvement processes | 9             | Questionnaires are conducted and feedback used, but the follow-up actions or evidence of impact should be more clearly communicated to stakeholders. |
| Defined processes for monitoring and improvement of student practices, if applicable      | 10            |                                                                                                                                                      |
| Analysis of collected information and action-taking for program currency                  | 10            |                                                                                                                                                      |
| Communication and publication of monitoring results and action plans                      | 9             | Results and plans are shared, but the accessibility, clarity, and timeliness of communication could be improved to reach all audiences effectively.  |

## 1.8 Information Transparency

**Standard 2.4:** All vital information about the study program is transparent, accurate, updated, and publicly available.

### Matrix for Self-Evaluation:

| Indicator                                                                                                                           | Rating (1-10) | Comments                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------------------------------------------------------------------------|
| Public availability of all policies, regulations, and guidelines related to the program                                             | 9             | Most documents are online, but a few are outdated                             |
| Publication of admission criteria, recognition, syllabuses, learning outcomes, credits, assessment methods, and final qualification | 10            |                                                                               |
| Public availability and objective presentation of pass rate, dropout rate, and graduate employment                                  | 8             | Data is published, but not directly and is incomplete, not regularly updated. |
| Accuracy, reliability, and regular updating of publicly available information on the program                                        | 10            |                                                                               |

## Chapter 3: Academic Staff

### 3.1 Recruitment of Teaching Staff

**Standard 3.1:** The teaching staff recruitment for the study program adheres to national legislation and internal regulations, ensuring an objective and transparent procedure.

### Matrix for Self-Evaluation:

| Indicator                                                               | Rating (1-10) | Comments                                                                                                                              |
|-------------------------------------------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------|
| National and international advertisement of vacancies                   | 9             | Vacancies are well advertised, but outreach could be broadened through additional international platforms or more targeted promotion. |
| Clarity and transparency of staff recruitment and employment conditions | 10            |                                                                                                                                       |
| Adequacy of procedures for optimal candidate selection                  | 10            |                                                                                                                                       |

| Indicator                                                                      | Rating<br>(1-10) | Comments |
|--------------------------------------------------------------------------------|------------------|----------|
| Provision of complete job descriptions and employment conditions to candidates | 10               |          |

### 3.2 Adequacy and Qualification of Academic Staff

**Standard 3.2:** The study program is delivered by adequately qualified academic staff ensuring effective knowledge transfer.

Matrix for Self-Evaluation:

| Indicator                                                          | Rating<br>(1-10) | Comments                                                                                                                   |
|--------------------------------------------------------------------|------------------|----------------------------------------------------------------------------------------------------------------------------|
| Adequacy of staff number and qualifications for program delivery   | 9                | Staffing is sufficient and qualified, but minor gaps exist in only a few specialized expertises                            |
| Limitations on academic staff covering multiple teaching positions | 10               |                                                                                                                            |
| Appropriate student-teacher ratio and academic staff workload      | 9                | Ratios and workload are acceptable, but slight imbalances occur in certain courses or peak periods, affecting consistency. |
| Relevance of academic staff qualifications to courses taught       | 10               |                                                                                                                            |
| Efficiency of mentorship and guidance provided to students         | 9                | Mentorship is effective, but could be enhanced with more structured follow-up and personalized career guidance             |

### 3.3 Advancement and Reappointment of Staff

**Standard 3.3.:** The study program's academic staff undergoes advancement and reappointment based on transparent and objective procedures, reflecting excellence.

Matrix for Self-Evaluation:

| Indicator                                                            | Rating (1-10) | Comments |
|----------------------------------------------------------------------|---------------|----------|
| Transparency and objectivity of teacher advancement procedures       | 10            |          |
| Basis of staff promotion on excellence and significant achievements  | 10            |          |
| Consideration of feedback in staff advancement and contract renewals | 10            |          |

### 3.4 Professional Development Support

**Standard 3.4:** Academic staff involved in the study program is entitled to institutional support for their professional growth.

Matrix for Self-Evaluation:

| Indicator                                                                       | Rating (1-10) | Comments                                                                                                                       |
|---------------------------------------------------------------------------------|---------------|--------------------------------------------------------------------------------------------------------------------------------|
| Presence of an annual plan for staff professional development                   | 10            |                                                                                                                                |
| Evidence of staff participation in professional development programs            | 10            |                                                                                                                                |
| Institutional support for skills development related to assessment methods      | 9             | Support is solid, but needs wider participation to ensure consistent application across all staff.                             |
| Encouragement and support for staff's international mobility and collaborations | 10            |                                                                                                                                |
| Organization of training on teaching preparation and delivery methods           | 10            |                                                                                                                                |
| Onboarding and training provisions for newly employed staff                     | 10            |                                                                                                                                |
| Support mechanisms for staff research programs                                  | 9             | The direct financial support for research and publishing may increase in order to increase the frequency of staff publications |

### 3.5 Involvement of External Associates

**Standard 3.5:** External associates involved in the study program possess suitable qualifications and work experience, ensuring the program's intended learning outcomes.

Matrix for Self-Evaluation:

| Indicator                                                               | Rating (1-10) | Comments                                                                                        |
|-------------------------------------------------------------------------|---------------|-------------------------------------------------------------------------------------------------|
| Integration of latest research and market trends by external associates | 9             | Integration is evident, but should be fully aligned with and emerging interdisciplinary fields. |
| Provision of specific training for external associates                  | 8             | Training is provided, but needs consistent evaluation of its effectiveness.                     |
| Encouragement of external associates in supervising final theses        | 8             | Involvement is encouraged, but participation may increase                                       |
| Clarity in workload and quality expectations from external associates   | 10            |                                                                                                 |

## Chapter 4: Educational Process Content Delivery

### 4.1 Formulation of Learning Outcomes

**Standard 4.1:** The study program's intended learning outcomes are meticulously formulated, ensuring alignment with the institution's mission and strategic goals.

Matrix for Self-Evaluation:

| Indicator                                                           | Rating (1-10) | Comments                                                                                           |
|---------------------------------------------------------------------|---------------|----------------------------------------------------------------------------------------------------|
| Alignment of learning outcomes with institutional mission and goals | 10            |                                                                                                    |
| Compatibility of intended learning outcomes with program goals      | 10            |                                                                                                    |
| Student-centric formulation of intended learning outcomes           | 10            |                                                                                                    |
| Adoption of best practices in defining intended learning outcomes   | 9             | Practices are strong, but may need more stakeholder validation to ensure full alignment.           |
| Classification of outcomes as knowledge, skills, and competences    | 9             | Clear classification is applied, though some outcomes might overlap or lack measurable indicators. |

| Indicator                                                  | Rating (1-10) | Comments                                                                                                      |
|------------------------------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------|
| Comparison of learning outcomes with similar EHEA programs | 9             | Comparisons are made, but could be expanded with more international references or detailed benchmarking data. |

## 4.2 Compliance with National and European Frameworks

**Standard 4.2:** The program's intended learning outcomes are consistent with the National Qualification Framework and European Qualifications Framework level descriptors.

Matrix for Self-Evaluation:

| Indicator                                                 | Rating (1-10) | Comments |
|-----------------------------------------------------------|---------------|----------|
| Alignment with National and European Frameworks           | 10            |          |
| Distinction of undergraduate and graduate level outcomes  | 10            |          |
| Absence of overlapping outcomes across different programs | 10            |          |

## 4.3 Curriculum Content and Structure

**Standard 4.3:** The study program's curriculum content and structure are coherent, facilitating smooth student progression and achievement of intended outcomes.

Matrix for Self-Evaluation:

| Indicator                                               | Rating (1-10) | Comments |
|---------------------------------------------------------|---------------|----------|
| Logical flow of courses within the curriculum           | 10            |          |
| Rules defining the order of student progression         | 10            |          |
| Coverage of core disciplines for competency development | 10            |          |
| Comparability with similar foreign study programs       | 10            |          |

## 4.4 Compliance with Regulated Professions

**Standard 4.4:** If applicable, the study program meets the requirements of EU Directives and adheres to guidelines set by national and international professional associations.

Matrix for Self-Evaluation:

| Indicator                                               | Rating (1-10) | Comments |
|---------------------------------------------------------|---------------|----------|
| Compatibility with EU Directives                        | 10            |          |
| Integration of professional association recommendations | 10            |          |

#### 4.5 Student Practice Period Outcomes

**Standard 4.5:** If applicable, the outcomes of the student practice period are clearly defined, with effective processes ensuring students understand the intended outcomes and associated learning strategies.

Matrix for Self-Evaluation:

| Indicator                                                   | Rating (1-10) | Comments |
|-------------------------------------------------------------|---------------|----------|
| Presence of a comprehensive regulation for student practice | 10            |          |
| Mentorship provision for students during practice           | 10            |          |
| Allocation of ECTS credits to practical work                | 10            |          |
| Collaboration with external entities for student practice   | 10            |          |

#### 4.6 Delivery through Student-Centered Teaching

**Standard 4.6:** The study program adopts a student-centered teaching approach, promoting active engagement and effective learning.

Matrix for Self-Evaluation:

| Indicator                                                         | Rating (1-10) | Comments                                                                                                                                          |
|-------------------------------------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| Presence of a didactic concept supporting learning outcomes       | 10            |                                                                                                                                                   |
| Use of varied pedagogical methods aligned with outcomes           | 10            |                                                                                                                                                   |
| Implementation of interactive and research-based learning methods | 9             | Methods are well applied, but consistency across courses and wider use of innovative digital tools should increase.                               |
| Continuous evaluation and adaptation of teaching methods          | 8             | Evaluation is practiced, but feedback loops should be fully systematic, and adaptation could be more evidence-based or timely.                    |
| Tailoring of teaching methods for diverse student populations     | 9             | Adaptations are made, but further improvements are needed to fully address all learning styles, cultural backgrounds, and specific support needs. |
| Integration of modern technology in program delivery              | 10            |                                                                                                                                                   |

#### 4.7 Assessment and Evaluation

**Standard 4.7:** Assessments within the study program are objective and consistent, ensuring the achievement of intended learning outcomes.

Matrix for Self-Evaluation:

| Indicator                                                                         | Rating (1-10) | Comments                                                                                                                                            |
|-----------------------------------------------------------------------------------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Clear mapping of learning outcomes to program components                          | 10            |                                                                                                                                                     |
| Systematic assessment of all relevant areas of knowledge, skills, and competences | 9             | Assessment is comprehensive, but certain competencies need diverse evaluation methods or deeper alignment with learning outcomes.                   |
| Publication and dissemination of assessment and grading criteria                  | 10            |                                                                                                                                                     |
| Ensuring objective and reliable grading                                           | 10            |                                                                                                                                                     |
| Timely feedback provision to students post-evaluation                             | 10            |                                                                                                                                                     |
| Presence of an efficient student appeals procedure                                | 10            |                                                                                                                                                     |
| Achievement of course learning outcomes                                           | 9             | Learning outcomes are generally achieved, but measurement of higher-order skills or long-term impact should be more evident.                        |
| Clear assessment rubrics linked to each learning outcome                          | 8             | Rubrics are provided, but should contain more sufficient detail, consistency across courses, and clear guidance on performance levels for students. |

#### 4.8 Evaluation in terms of ECTS

**Standard 4.8:** Learning outcomes are assessed based on student workload and are expressed in ECTS.

Matrix for Self-Evaluation:

| Indicator                                                 | Rating (1-10) | Comments |
|-----------------------------------------------------------|---------------|----------|
| Translation of assessment criteria into learning outcomes | 10            |          |

| Indicator                                                            | Rating (1-10) | Comments |
|----------------------------------------------------------------------|---------------|----------|
| Workload calculation and ECTS assignment for all learning activities | 10            |          |

## Chapter 5: Students

### 5.1 Admission Policies

**Standard 5.1:** The study program's admission policies, including requirements, criteria, and processes, are transparent, comprehensive, and publicly available.

Matrix for Self-Evaluation:

| Indicator                                               | Rating (1-10) | Comments |
|---------------------------------------------------------|---------------|----------|
| Clarity and comprehensiveness of admission requirements | 10            |          |
| Adherence to national prerequisites for various levels  | 10            |          |
| Fair and consistent application of admission criteria   | 10            |          |
| Established procedures for recognition of study periods | 10            |          |
| Feedback from student surveys on the admission process  | 10            |          |

### 5.2 Monitoring Student Progression

**Standard 5.2:** The study program consistently collects and analyzes data on student progression, ensuring measures are in place to facilitate completion.

| Indicator                                                    | Rating (1-10) | Comments                                                                                                                                   |
|--------------------------------------------------------------|---------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Effectiveness of the student progress monitoring system      | 9             | System is effective, but could be enhanced with more predictive analytics, personalized feedback, or earlier intervention mechanisms.      |
| Regular analysis of student progression and completion rates | 8             | Analysis is carried out, but reporting should be fully detailed, systematically benchmarked, and consistently used to inform improvements. |
| Dissemination of monitoring results to staff and students    | 10            |                                                                                                                                            |
| Defined progression possibilities and student awareness      | 10            |                                                                                                                                            |

| Indicator                                            | Rating (1-10) | Comments |
|------------------------------------------------------|---------------|----------|
| Feedback from student surveys on progression support | 10            | .        |

### 5.3 Support for National and International Students

**Standard 5.3:** The study program provides adequate conditions and assistance for both outgoing and incoming students, whether national or international.

Matrix for Self-Evaluation:

| Indicator                                                              | Rating (1-10) | Comments                                                     |
|------------------------------------------------------------------------|---------------|--------------------------------------------------------------|
| Information dissemination about international mobility programs        | 10            |                                                              |
| Support and encouragement for student involvement in mobility programs | 10            |                                                              |
| Adequacy of ECTS credit recognition regulations                        | 10            |                                                              |
| Availability of foreign language information on admissions             | 10            |                                                              |
| Active attraction and support mechanisms for foreign students          | 9             | Fully English accredited program may increase the attraction |
| Feedback from student surveys on international exchange experiences    | 10            |                                                              |

### 5.4 Resource Provision for Diverse Student Support

**Standard 5.4:** The study program provides adequate resources for student support, considering the diverse needs of various student populations.

Matrix for Self-Evaluation:

| Indicator                                                       | Rating (1-10) | Comments |
|-----------------------------------------------------------------|---------------|----------|
| Sufficiency and qualification of staff for student support      | 10            |          |
| Transparency and availability of student services information   | 10            |          |
| Availability of guidance on study and career opportunities      | 10            |          |
| Clarity of structures and procedures for appeals and complaints | 10            |          |
| Provision and promotion of extracurricular activities           | 10            |          |

| Indicator                                                       | Rating (1-10) | Comments |
|-----------------------------------------------------------------|---------------|----------|
| Feedback from student surveys on support services and resources | 10            |          |

## Chapter 6: Research

### 6.1 Alignment with Institution's Mission and Research Goals

**Standard 6.1:** The delivery of the study program is in congruence with the institution's/academic unit's mission and its research strategic objectives.

Matrix for Self-Evaluation:

| Indicator                                                                              | Rating (1-10) | Comments                                                                                                                       |
|----------------------------------------------------------------------------------------|---------------|--------------------------------------------------------------------------------------------------------------------------------|
| Presence of clear research objectives that mirror the institution's research strategy  | 10            |                                                                                                                                |
| Adequate provision of financial, logistic, and human resources for research objectives | 8             | The direct financial support for research and publishing may increase in order to increase the frequency of staff publications |
| Clarity and adherence to policies defining recognized research standards               | 10            |                                                                                                                                |

### 6.2 High-Quality Research Commitment by Academic Staff

**Standard 6.2:** Academic staff involved in the study program is motivated and facilitated to undertake high-quality research or professional activities.

Matrix for Self-Evaluation:

| Indicator                                                                           | Rating (1-10) | Comments                                                                                                                       |
|-------------------------------------------------------------------------------------|---------------|--------------------------------------------------------------------------------------------------------------------------------|
| Validation of staff research through diverse outputs (publications, projects, etc.) | 10            |                                                                                                                                |
| Frequency and quality of staff publications in renowned venues                      | 9             | The direct financial support for research and publishing may increase in order to increase the frequency of staff publications |

| Indicator                                                                                            | Rating<br>(1-10) | Comments |
|------------------------------------------------------------------------------------------------------|------------------|----------|
| Relevant qualifications and professional experience of staff in professional bachelor study programs | 10               |          |

### 6.3 Collaboration and Partnership in Research

**Standard 6.3:** Academic staff associated with the study program is encouraged and supported to collaborate with both national and international partners in their research endeavors.

Matrix for Self-Evaluation:

| Indicator                                                                                             | Rating<br>(1-10) | Comments                                                                                                                           |
|-------------------------------------------------------------------------------------------------------|------------------|------------------------------------------------------------------------------------------------------------------------------------|
| Engagement of staff in community-related research and development services                            | 8                | Staff are engaged, but activities may be fully institutionalized and broadly recognized within the community.                      |
| Establishment and maintenance of collaborative research ties with other HEIs                          | 8                | Collaborations exist, but should increase and should be broadened in scope. The continuity and international reach should increase |
| Involvement and support for collaborations with local business partners                               | 9                | Partnerships are active, but could be further strengthened through more structured frameworks or long-term strategic agreements.   |
| Active participation in technology transfer and knowledge sharing with industry and the public sector | 9                | Engagement is evident, but needs deeper long-term partnerships and more systematic tracking of impact and outcomes.                |

### 6.4 Integration of Research into Teaching

**Standard 6.4:** Academic staff involved in the study program integrates their research outcomes into their teaching methodologies and topics.

Matrix for Self-Evaluation:

| Indicator                                                                         | Rating (1-10) | Comments                                                                                                                                                                      |
|-----------------------------------------------------------------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Incorporation of research results into teaching by the academic staff             | 8             | Research is integrated, but not consistently across all courses, and some teaching relies more on established content than on latest findings.                                |
| Active engagement of students in research activities alongside the academic staff | 9             | Student involvement is strong, but could be broadened through more structured research projects, wider participation across programs, or increased publication opportunities. |

## Chapter 7: Infrastructure and Resources

### 7.1 Adequate Premises and Equipment

**Standard 7.1:** The higher education institution provides suitable infrastructure, including premises and equipment, to facilitate educational and research activities.

#### Matrix for Self-Evaluation:

| Indicator                                                                      | Rating (1-10) | Comments                                                                                                                                 |
|--------------------------------------------------------------------------------|---------------|------------------------------------------------------------------------------------------------------------------------------------------|
| Adequacy of premises and equipment for educational and research activities     | 10            |                                                                                                                                          |
| Equipped laboratories with IT technologies for necessary curriculum activities | 10            |                                                                                                                                          |
| Access to necessary software with valid licenses                               | 10            |                                                                                                                                          |
| Functionality of infrastructure for enrolled student capacity                  | 10            |                                                                                                                                          |
| Facilities adapted for students with special needs                             | 8             | Adaptations are in place, but do not fully cover all accessibility requirements, assistive technologies, and inclusive support services. |

### 7.2 Library Resources

**Standard 7.2:** The higher education institution ensures that library resources are ample and suitable for the study program.

Matrix for Self-Evaluation:

| Indicator                                                                    | Rating (1-10) | Comments                                                                                                        |
|------------------------------------------------------------------------------|---------------|-----------------------------------------------------------------------------------------------------------------|
| Availability of reading rooms, group work rooms, and relevant book stock     | 8             | Facilities are available, but capacity should be increased                                                      |
| Extended operating hours for library services                                | 10            |                                                                                                                 |
| Adequate seating in reading and group work rooms based on student population | 8             | Seating is generally sufficient, but peak times may reveal shortages or limited flexibility in room allocation. |
| Stock of recent and relevant books and electronic resources                  | 10            |                                                                                                                 |
| Subscriptions to local and international publications and periodicals        | 10            |                                                                                                                 |

### 7.3 Funding for Educational Activities and Research

**Standard 7.3:** The study program receives adequate funding to support its intended educational and research objectives.

Matrix for Self-Evaluation:

| Indicator                                                                                     | Rating (1-10) | Comments                                                                                                                   |
|-----------------------------------------------------------------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------|
| Existence of a sustainable financial plan for the study program                               | 10            |                                                                                                                            |
| Acquisition of additional funding through projects, partnerships, and community collaboration | 8             | Funding efforts are visible, but scope is limited, with potential to diversify sources further.                            |
| Utilization of extra financial resources for program enhancement                              | 8             | Resources are used effectively, but impact should be fully documented, or allocation could be more strategically targeted. |

