



COLLEGE UBT

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

July 2025

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

This Faculty Quality Report evaluates the academic, administrative, and research performance of the **English Language Program** during the academic year **2024–2025**, in accordance with the **Self-Evaluation Report (SER) 2024–2029**, the **Kosovo Accreditation Agency (KAA) Standards**, and UBT’s **Internal Quality Assurance Manual**.

The report aims to:

- monitor quality indicators,
- assess compliance with national and European standards,
- identify strengths and areas for improvement,
- support evidence-based decision-making and continuous quality enhancement.

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	The Bachelor Program in English Language is fully aligned with UBT’s mission of providing quality, practice-oriented, and internationally comparable education. The curriculum integrates linguistic theory, applied language skills, intercultural communication, and academic writing, supporting UBT’s strategic focus on employability, innovation, and societal engagement.
Study program's recognition of HEI's specifics	10	The program reflects UBT’s institutional profile through its emphasis on applied learning, digital literacy (Moodle-based learning), interdisciplinary approaches, and integration of research and practice. The program also supports UBT’s internationalization agenda through mobility, bilingual delivery, and international partnerships.
Intended learning outcomes alignment with the institution's mission and goals	10	Intended Learning Outcomes (ILOs) are clearly defined, measurable, and aligned with UBT’s mission to develop competent, ethical, and adaptable graduates. The ILOs emphasize critical thinking, communication skills,

Indicator	Rating (1-10)	Comments
		intercultural awareness, and lifelong learning, in line with national and European qualification frameworks.
Delivery of study program supported by a needs analysis	9	The delivery of the program is informed by labor market needs, feedback from students, alumni, and employers, as well as trends in education, translation, communication, and language services. While needs analysis is evident, further systematic employer surveys could strengthen this component.
Justification of student enrollment numbers in the study program	8	Student enrollment numbers are justified based on available academic staff capacity, infrastructure, labor market demand for English language professionals, and institutional planning. Enrollment is monitored annually to ensure sustainability and quality delivery.
Facilities and equipment adequacy for student enrollment	9	The Faculty provides adequate facilities, including modern classrooms, digital infrastructure, library resources, and Moodle platform access. Facilities are sufficient to support current enrollment levels and student-centered learning methodologies.

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	9	The study program operates in full compliance with UBT's written regulations on academic integrity, ethical conduct, plagiarism prevention, and academic freedom. These procedures are formally approved, publicly available, and applicable to students, academic staff, and administrative personnel.
Implementation evidence of anti-plagiarism procedures	10	Anti-plagiarism measures are systematically implemented through plagiarism-detection software, clear citation guidelines, and academic writing instruction. Student assignments, seminar papers, and theses are regularly checked, providing strong evidence of consistent implementation.

Indicator	Rating (1-10)	Comments
Ethical standards awareness among students and staff	9	Awareness of ethical standards is promoted through course syllabi, introductory sessions, academic writing courses, and continuous communication. While awareness is generally high, periodic refresher workshops could further strengthen this component.
Efficiency of mechanisms monitoring potential unethical behaviors	10	Mechanisms for monitoring and addressing unethical behavior are functional and effective, including reporting procedures, faculty oversight, and disciplinary measures. Continuous monitoring ensures academic integrity, although further formalization of reporting timelines could enhance efficiency.

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	UBT has an established and functional information management system that supports academic planning, monitoring, and decision-making. The system enables systematic collection and analysis of data related to student enrollment, progression, assessment results, graduation rates, staff workload, and program performance
Ethical and government policy considerations for data protection	10	Data management fully complies with national legislation, institutional regulations, and ethical standards related to data protection and confidentiality. Clear procedures are in place to ensure secure handling of personal and academic data, in line with institutional policies and applicable legal frameworks.
Involvement of students and staff in information provision and analysis	8	Students and academic staff are actively involved in providing information through evaluations, surveys, and feedback mechanisms. Collected data are analyzed by the Quality Assurance structures and discussed at Faculty Council level. Further formalization of feedback dissemination could strengthen stakeholder engagement.

The English Language Program demonstrates effective information management practices, ensuring that relevant academic and administrative data are systematically collected, ethically managed, and used to support quality assurance and strategic decision-making. Public

availability of key information enhances transparency and accountability, while continuous refinement of data use strengthens program management.

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	Clear institutional policies and procedures guide the planning, implementation, monitoring, and review of study program activities. These processes are coordinated between the Faculty administration, Quality Assurance structures, and central administration, ensuring consistency with institutional objectives and KAA requirement
Sufficiency of administration for teaching and learning needs	8	The English Language Program is supported by adequate administrative staff who effectively assist teaching and learning processes, including student services, scheduling, examinations, academic records, and Moodle administration. Administrative support enables smooth academic operations and student-centered service delivery.
Presence of a professional development plan for administrative staff	8	UBT provides opportunities for professional development of administrative staff through institutional training sessions, workshops, and capacity-building initiatives. While development activities are regularly organized, further formalization of long-term development plans could enhance systematic staff growth.
Structural involvement of administrative staff in professional development	9	Administrative staff are structurally involved in professional development activities and are encouraged to participate in institutional training related to digital systems, quality assurance, and service efficiency. Continued alignment of training with program-specific needs would further strengthen administrative performance

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	10	The English Language Program demonstrates a systematic approach to analyzing and implementing recommendations arising from internal evaluations, student feedback, and external quality assurance processes. Identified recommendations are translated into concrete action plans, monitored through the Faculty Quality Assurance structures, and reflected in syllabus updates, teaching methodologies, assessment practices, and student support mechanisms. Evidence of implementation is documented in annual quality reports and aligned with institutional quality improvement strategies in accordance with KAA standards.

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 (1-10)	Comments
Conformance of internal QA system with national, ESG, and international standards	9	The internal quality assurance system of the English Language Program is fully aligned with the Kosovo Accreditation Agency (KAA) standards, the European Standards and Guidelines for Quality Assurance in Higher Education (ESG), and relevant international best practices. QA processes are institutionally embedded and consistently applied across teaching, learning, assessment, and program review.
Availability of a public quality assurance policy covering all program delivery aspects	10	UBT maintains a publicly accessible Quality Assurance Policy that clearly defines principles, responsibilities, and procedures related to program delivery, assessment, student feedback, academic integrity, and continuous improvement. The policy is available to students, staff, and external stakeholders through institutional platforms

Indicator	Rating (1-10)	Comments
Presence and definition of internal QA procedures for the study program	10	The English Language Program operates under clearly defined internal QA procedures, including syllabus review, student evaluation of teaching, peer observation, academic performance monitoring, and annual reporting. These procedures ensure consistency, transparency, and accountability in program delivery
Support from institution's/academic unit's quality assurance coordinators	9	The program benefits from strong and continuous support from the Faculty and institutional Quality Assurance Coordinators, who actively assist in data collection, analysis, reporting, and implementation of quality improvement measures. This support ensures coherence between program-level QA activities and institutional QA strategies
Continuous improvement cycle (PDCA) formation by QA policies and processes	10	Quality assurance policies and procedures effectively follow the Plan–Do–Check–Act (PDCA) cycle. Planning is based on evidence and feedback, implementation is systematically monitored, outcomes are evaluated, and corrective actions are taken to enhance program quality and effectiveness.
Adequacy of monitoring plan for QA procedures and inclusive stakeholder participation in revisions	9	The monitoring plan for QA procedures is well-structured and includes the participation of key stakeholders such as students, academic staff, alumni, and external partners. Feedback from these groups informs periodic reviews and revisions of the study program, ensuring relevance and responsiveness to academic and societal needs.

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	The design and continuous development of the English Language Program are fully aligned with UBT's mission, strategic objectives, and societal role. Program goals emphasize academic excellence, employability, research orientation, intercultural competence, and lifelong learning, in line with institutional priorities.
Transparency and adequacy of internal QA process and approval from strategic management bodies	10	The program design and approval process is transparent and well-documented, involving the Faculty Council, Quality Assurance Sub-Committee, Academic Council, and institutional management. Decisions are evidence-based and supported by internal reviews, ensuring accountability and strategic coherence
Definition and inclusiveness of development and approval process	10	The development and approval process is clearly defined through institutional regulations and QA procedures. It includes structured stages such as needs analysis, curriculum drafting, internal review, QA evaluation, and final approval, ensuring methodological rigor and inclusiveness.
Regular monitoring of key performance indicators for program delivery quality	9	Key performance indicators (KPIs), including student enrollment trends, academic performance, completion rates, student satisfaction, and graduate employability, are regularly monitored. Monitoring results inform periodic curriculum adjustments and quality enhancement measures
Inclusion of all stakeholders during approval process (staff, students, alumni, industry, civil society)	9	Stakeholder involvement is an integral part of the design and approval process. Academic staff, students, alumni, and external stakeholders (including industry and civil society representatives) contribute through consultations, surveys, feedback mechanisms, and advisory input, ensuring relevance and responsiveness of the program

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	The English Language Study Program is regularly reviewed to ensure alignment with societal, educational, and labor market needs. Monitoring is conducted through curriculum reviews, labor market analysis, feedback from alumni, and collaboration with external stakeholders, including schools, translation services, and cultural institutions.
Checks on workload (ECTS) allocation and learning outcomes achievability	10	The program systematically monitors ECTS distribution and the achievability of intended learning outcomes through syllabus reviews, student workload evaluations, and semester feedback. Adjustments are made when inconsistencies between workload and learning outcomes are identified
Involvement of stakeholders in monitoring processes, including feedback mechanisms	8	Key stakeholders: students, academic staff, alumni, and external partners are involved through surveys, course evaluations, faculty council discussions, and QA committee meetings. Stakeholder input is documented and considered in decision-making processes.
Regular stakeholder questionnaires and integration of feedback into improvement processes	8	Student and staff questionnaires are conducted each semester, while alumni and employer feedback is collected periodically. Results are analyzed by the QA Sub-Committee and used to inform curriculum updates, teaching methodologies, and assessment practices.
Defined processes for monitoring and improvement of student practices, if applicable	9	The program has clearly defined procedures for monitoring student academic progress, teaching practice components, internships (where applicable), and diploma thesis supervision. Identified challenges are addressed through mentoring, adjusted supervision, and academic support measures.
Analysis of collected information and action-taking for program currency	10	Collected data is systematically analyzed through QA reports, faculty meetings, and annual quality reviews. Action plans are developed to ensure curriculum relevance, updated content, and alignment with current developments in linguistics, literature, translation, and pedagogy.
Communication and publication of monitoring results and action plans	10	Monitoring outcomes and improvement actions are communicated through internal reports, faculty meetings, and official UBT communication channels. Key decisions and policy updates are made accessible to students and staff via the institutional website and Moodle platform

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 (1-10)	Comments
Public availability of all policies, regulations, and guidelines related to the program	10	All relevant institutional and program-level policies, regulations, and academic guidelines are publicly available through the official UBT website and internal platforms. These include academic regulations, assessment policies, quality assurance procedures, and codes of conduct applicable to the English Language Study Program.
Publication of admission criteria, recognition, syllabuses, learning outcomes, credits, assessment methods, and final qualification	10	Comprehensive information regarding admission criteria, recognition of prior learning, program structure, syllabuses, intended learning outcomes, ECTS allocation, assessment methods, and awarded qualification is published and accessible to prospective and current students. Course-level information is also provided through the Moodle platform.
Public availability and objective presentation of pass rate, dropout rate, and graduate employment	9	Aggregated data on student progression, pass rates, dropout rates, and graduate employment is collected through institutional reports and QA mechanisms. While this information is available internally and partially published, further efforts are ongoing to enhance the systematic public presentation of these indicators.
Accuracy, reliability, and regular updating of publicly available information on the program	9	Publicly available information is regularly reviewed and updated by the Faculty and administrative units to ensure accuracy and reliability. Updates reflect curriculum changes, revised regulations, and quality improvement actions, ensuring consistency with institutional policies and SER requirements.

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	10	Teaching staff vacancies are publicly advertised at national level and, where applicable, internationally, in accordance with Kosovo legislation and UBT internal regulations. Announcements are published on official institutional platforms and relevant academic channels to ensure wide accessibility and equal opportunity
Clarity and transparency of staff recruitment and employment conditions	10	Recruitment procedures, selection criteria, and employment conditions are clearly defined and communicated to applicants. The process follows transparent rules approved by the institution, ensuring fairness, merit-based evaluation, and equal treatment of all candidates.
Adequacy of procedures for optimal candidate selection	9	Candidate selection is conducted through well-defined procedures that include qualification verification, academic and professional evaluation, and interviews. These procedures ensure the recruitment of staff with appropriate academic credentials, teaching competence, and research experience relevant to the English Language Study Program
Provision of complete job descriptions and employment conditions to candidates	10	All candidates are provided with comprehensive job descriptions, including teaching responsibilities, research expectations, workload, contract terms, and employment conditions. This ensures informed decision-making and alignment between institutional expectations and staff commitments.

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	10	The English Language Study Program is supported by a sufficient number of qualified academic staff holding relevant doctoral and master's degrees in linguistics, literature, translation, and language pedagogy. Staff capacity adequately covers all courses and learning activities defined in the curriculum.
Limitations on academic staff covering multiple teaching positions	9	The institution applies clear regulations limiting excessive teaching loads and multiple appointments. While some staff contribute to more than one course due to expertise alignment, workload distribution remains within institutional and national norms.
Appropriate student-teacher ratio and academic staff workload	10	The student-teacher ratio complies with KAA requirements and institutional standards, ensuring effective interaction, student-centered learning, and adequate academic support. Teaching workloads are regularly monitored by faculty management.
Relevance of academic staff qualifications to courses taught	10	Academic staff qualifications are fully aligned with the courses they teach. Course assignments are based on academic specialization, research expertise, and teaching experience, ensuring high-quality knowledge transfer and academic coherence.
Efficiency of mentorship and guidance provided to students	9	Academic staff provide continuous academic mentoring through consultations, supervision of coursework, research projects, and diploma theses. Students receive structured guidance that supports academic progression and professional development.

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	Academic staff advancement and reappointment follow transparent procedures defined by national legislation and UBT internal regulations. Clear criteria, documentation requirements, and evaluation processes ensure fairness and objectivity.
Basis of staff promotion on excellence and significant achievements	8	Promotions are based on demonstrated excellence in teaching, research output, academic service, and professional development. Publications, conference participation, and student supervision are key indicators considered in advancement decisions
Consideration of feedback in staff advancement and contract renewals	8	Student evaluations, peer reviews, and institutional performance assessments are considered in staff evaluation and contract renewal processes. Feedback is used constructively to support professional growth and quality enhancement

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	9	The Faculty of English Language prepares and implements an annual professional development plan aligned with institutional strategy, quality assurance priorities, and identified staff development needs.
Evidence of staff participation in professional development programs	9	Academic staff regularly participate in workshops, trainings, conferences, and seminars at institutional, national, and international levels, with documented evidence of continuous professional engagement.
Institutional support for skills development related to assessment methods	10	The institution provides targeted support and training on assessment strategies, student-centered evaluation, learning outcomes assessment, and the use of digital assessment tools through internal workshops and QA initiatives.
Encouragement and support for staff's	9	UBT actively supports academic staff participation in international mobility programs (e.g., Erasmus+), joint research projects, and academic collaborations with

Indicator	Rating (1-10)	Comments
international mobility and collaborations		partner institutions, enhancing teaching and research quality.
Organization of training on teaching preparation and delivery methods	10	Regular training sessions are organized on innovative teaching methodologies, curriculum design, blended learning, and the effective use of digital platforms such as Moodle.
Onboarding and training provisions for newly employed staff	10	Newly employed academic staff receive structured onboarding, including orientation sessions on institutional policies, teaching standards, QA procedures, and learning management systems.
Support mechanisms for staff research programs	9	The institution provides support for research activities through research grants, conference funding, publication support, and access to academic databases, encouraging staff engagement in scholarly work

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	External associates contribute contemporary professional and research-informed perspectives, particularly in applied fields such as translation, communication, English for Specific Purposes, and intercultural studies, ensuring alignment with current academic and labor-market developments
Provision of specific training for external associates	9	External associates are informed about institutional policies, learning outcomes, assessment standards, and quality assurance requirements through faculty coordination and orientation sessions prior to their engagement
Encouragement of external associates in supervising final theses	9	Qualified external associates are encouraged, where applicable and in accordance with institutional regulations, to co-supervise or provide expert input in final theses, especially in applied and practice-oriented topics.

Indicator	Rating (1-10)	Comments
Clarity in workload and quality expectations from external associates	10	Workload, roles, responsibilities, and quality expectations for external associates are clearly defined through contracts, course descriptions, and coordination with the Faculty and Quality Assurance structures.

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	The intended learning outcomes are clearly aligned with the institution's mission and strategic objectives, particularly in promoting academic excellence, employability, and societal engagement. Learning outcomes reflect the institution's commitment to quality education and lifelong learning.
Compatibility of intended learning outcomes with program goals	10	Learning outcomes are fully compatible with the program's academic and professional goals. They support the development of discipline-specific knowledge, transferable skills, and ethical awareness, ensuring coherence between curriculum design and program purpose.
Student-centric formulation of intended learning outcomes	10	Learning outcomes are formulated in a student-centred manner, focusing on what graduates are expected to know, understand, and be able to do upon completion of the program. Further enhancement could include more explicit reference to learner autonomy and reflective practice.
Adoption of best practices in defining intended learning outcomes	10	The formulation of learning outcomes follows recognised best practices, including clarity, measurability, and alignment with teaching and assessment methods. Continued benchmarking against international guidelines could further strengthen consistency.
Classification of outcomes as	10	Learning outcomes are systematically classified into knowledge, skills, and competences, ensuring balanced

Indicator	Rating (1-10)	Comments
knowledge, skills, and competences		academic, practical, and professional development in line with outcome-based education principles.
Comparison of learning outcomes with similar EHEA programs	10	Learning outcomes have been compared with similar programs within the European Higher Education Area to ensure compatibility and comparability. Minor refinements could further enhance international alignment and recognition.

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	The intended learning outcomes are fully aligned with the descriptors of the National Qualification Framework and correspond appropriately to the relevant level of the European Qualifications Framework. The outcomes reflect the expected depth of knowledge, skills, and competences defined for this qualification level.
Distinction of undergraduate and graduate level outcomes	9	A clear distinction is made between undergraduate and graduate learning outcomes. Undergraduate outcomes emphasize foundational knowledge and basic analytical skills, while graduate outcomes focus on advanced critical thinking, research competence, autonomy, and professional responsibility.
Absence of overlapping outcomes across different programs	10	The program's learning outcomes are clearly differentiated from those of other programs offered by the institution. While thematic connections exist, unnecessary overlap is avoided through careful curriculum design and program-specific outcome formulation. Periodic review supports continued distinction.

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	9	The curriculum is structured in a logical and progressive manner, beginning with foundational courses and advancing toward more specialised and integrative modules. This sequencing supports cumulative learning and ensures that students build knowledge and skills systematically.
Rules defining the order of student progression	10	Clear and transparent rules govern student progression, including prerequisites, co-requisites, and credit requirements. These rules are consistently applied and communicated, enabling students to plan their studies effectively and progress smoothly through the program.
Coverage of core disciplines for competency development	10	The curriculum provides comprehensive coverage of core disciplines essential for developing the intended knowledge, skills, and competences of the program. Core courses are well balanced with elective options, ensuring both depth and flexibility in learning pathways.
Comparability with similar foreign study programs	9	The curriculum has been benchmarked against comparable programs within the European Higher Education Area. While maintaining local relevance, it demonstrates strong structural and content comparability with international standards. Continued benchmarking will further enhance international compatibility

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	Where applicable, the study program is designed in accordance with relevant EU Directives governing regulated professions within the European Union. The curriculum structure and learning outcomes ensure that graduates acquire competences consistent with European standards, while recognising that the program itself does not directly lead to automatic professional licensure.
Integration of professional association recommendations	10	Recommendations and guidelines issued by relevant national and international professional associations have been considered in curriculum design and review. These inputs support the relevance of course content to

Indicator	Rating (1-10)	Comments
		professional practice and enhance graduate preparedness for regulated and semi-regulated professional environments.

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	The study program includes a clearly defined and formally approved regulation governing student practice. This regulation specifies objectives, duration, assessment criteria, roles and responsibilities of all stakeholders, ensuring transparency and consistency in implementation.
Mentorship provision for students during practice	9	Students undertaking practice are supported through structured mentorship provided by qualified academic staff and, where applicable, designated supervisors at host institutions. Mentorship ensures guidance, monitoring of progress, and alignment between practice activities and intended learning outcomes.
Allocation of ECTS credits to practical work	9	The student practice period is formally integrated into the curriculum and allocated an appropriate number of credits in accordance with the European Credit Transfer and Accumulation System. This reflects the academic value and workload associated with practical learning.
Collaboration with external entities for student practice	9	The program maintains active collaboration with relevant external institutions and organisations to facilitate student practice opportunities. These partnerships enhance employability, practical skill development, and alignment with labour market needs. Continued expansion of partnerships is encouraged

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	The program is guided by a clearly articulated didactic concept grounded in outcome-based and student-centered learning. Teaching strategies are intentionally aligned with intended learning outcomes, ensuring coherence between curriculum design, delivery, and assessment.
Use of varied pedagogical methods aligned with outcomes	10	A wide range of pedagogical methods is employed, including lectures, seminars, case studies, project-based learning, group work, and presentations. These methods are selected to support different learning outcomes and to foster active participation and deeper understanding.
Implementation of interactive and research-based learning methods	10	Interactive and research-based approaches are integrated into relevant courses, encouraging students to engage in inquiry, critical analysis, and problem-solving. Opportunities for small-scale research projects and evidence-based tasks support the development of analytical and research skills.
Continuous evaluation and adaptation of teaching methods	10	Teaching methods are regularly reviewed and adapted based on student feedback, course evaluations, and academic staff reflection. This continuous quality-improvement process ensures responsiveness to student needs and evolving pedagogical practices.
Tailoring of teaching methods for diverse student populations	9	Teaching approaches take into account diverse learning styles, backgrounds, and abilities. Inclusive practices and flexible learning strategies are encouraged, though further systematic differentiation could enhance support for diverse student cohorts.
Integration of modern technology in program delivery	10	Modern educational technologies are effectively integrated into teaching and learning processes, including learning management systems, digital resources, online collaboration tools, and blended-learning approaches. These tools enhance accessibility, engagement, and learning flexibility.

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	Learning outcomes are systematically mapped to courses, teaching activities, and assessment methods. This ensures constructive alignment between intended learning outcomes, curriculum content, and evaluation strategies across the program
Systematic assessment of all relevant areas of knowledge, skills, and competences	10	Assessment methods comprehensively cover knowledge acquisition, practical and analytical skills, and professional competences. A balanced mix of formative and summative assessments supports holistic evaluation of student achievement
Publication and dissemination of assessment and grading criteria	10	Assessment methods, grading criteria, and evaluation procedures are clearly defined and communicated to students through syllabi and course outlines at the beginning of each semester, ensuring transparency and predictability.
Ensuring objective and reliable grading	10	Objective and reliable grading is ensured through clearly defined criteria, standardized assessment formats, and, where appropriate, moderation procedures. These practices promote fairness and consistency in student evaluation
Timely feedback provision to students post-evaluation	8	Students receive constructive feedback within an appropriate timeframe following assessment. Feedback supports learning improvement, although further standardisation of feedback timelines across courses could enhance consistency
Presence of an efficient student appeals procedure	10	A clearly defined and accessible student appeals procedure is in place, allowing students to request review of assessment decisions in a transparent and fair manner, in line with institutional regulations.
Achievement of course learning outcomes	10	Assessment results demonstrate that the majority of students successfully achieve the intended course learning outcomes, indicating effective alignment between teaching, learning activities, and assessment strategies
Clear assessment rubrics linked to each learning outcome	9	Assessment rubrics are generally well-developed and explicitly linked to learning outcomes. Further refinement and wider use of detailed rubrics across all courses would strengthen clarity and consistency

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	Assessment criteria are clearly derived from and aligned with the intended learning outcomes of each course. This ensures that student performance is evaluated according to the knowledge, skills, and competences defined for the corresponding ECTS level
Workload calculation and ECTS assignment for all learning activities	10	Student workload is systematically calculated for all learning activities, including lectures, seminars, independent study, practical work, and assessments. ECTS credits are assigned in accordance with the principles of the European Credit Transfer and Accumulation System, ensuring transparency, consistency, and comparability with other European higher education programs.

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	9	Admission requirements are clearly defined, comprehensive, and publicly available through official institutional channels (website, program brochures, and calls for admission). They provide prospective students with clear guidance on eligibility, documentation, and deadlines.

Indicator	Rating (1-10)	Comments
Adherence to national prerequisites for various levels	9	Admission requirements fully comply with national regulations and prerequisites for the respective level of study (Bachelor/Master). Entry criteria are aligned with the National Qualification Framework and relevant legal provisions.
Fair and consistent application of admission criteria	10	Admission criteria are applied consistently and fairly to all applicants through standardized procedures. Decisions are based on transparent academic and administrative criteria, ensuring equal treatment and non-discrimination
Established procedures for recognition of study periods	10	Clear procedures exist for the recognition of prior learning, credits, and study periods completed at other accredited institutions. While effective, further streamlining and digitalisation of recognition procedures could enhance efficiency.
Feedback from student surveys on the admission process	10	Student feedback collected through surveys indicates general satisfaction with the clarity and efficiency of the admission process. Suggestions from students are reviewed and used to inform continuous improvement of admission services.

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	10	A structured monitoring system is in place to track student enrolment, progression, retention, and completion. Academic records and digital student information systems enable timely identification of students who may require additional support.
Regular analysis of student progression and completion rates	10	Student progression and completion data are analysed on a regular basis at program and faculty levels. Trends and potential bottlenecks are identified and discussed within academic and quality assurance bodies to inform improvement measures
Dissemination of monitoring results to staff and students	9	Key findings from progression analyses are shared with academic staff through internal reports and meetings. Relevant information is also communicated to students,

Indicator	Rating (1-10)	Comments
		although more systematic dissemination could further enhance transparency and awareness.
Defined progression possibilities and student awareness	9	Clear rules and pathways for student progression, including prerequisites, repetition options, and maximum study duration, are defined in official regulations and communicated to students through study guides and advising sessions.
Feedback from student surveys on progression support	10	Student survey results indicate general satisfaction with academic advising and progression support mechanisms. Feedback is reviewed regularly and used to improve guidance services, particularly for students at risk of delayed completion.

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	9	Information on international mobility opportunities (Erasmus+, CEEPUS, bilateral agreements) is regularly disseminated through the UBT website, faculty channels, information sessions, and direct communication with students.
Support and encouragement for student involvement in mobility programs	9	The Faculty actively encourages student participation in mobility programs through academic advising, coordination with the International Relations Office, and guidance on application procedures and academic planning.
Adequacy of ECTS credit recognition regulations	9	Clear and transparent ECTS recognition procedures are in place, aligned with the Bologna Process and institutional regulations, ensuring full recognition of credits earned abroad.
Availability of foreign language information on admissions	8	Admission information, study program descriptions, and key academic regulations are available in English, facilitating access for international applicants and incoming exchange students.

Indicator	Rating (1-10)	Comments
Active attraction and support mechanisms for foreign students	8	The Faculty, in cooperation with institutional support services, provides academic orientation, mentoring, and administrative assistance for incoming international students, supporting their academic and social integration.
Feedback from student surveys on international exchange experiences	8	Student feedback collected through surveys indicates a positive overall experience regarding academic support, credit recognition, and institutional assistance during international exchanges.

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	The program is supported by adequately qualified academic and administrative staff responsible for academic advising, mentoring, and student services. Staff members possess appropriate experience and training to address academic, personal, and administrative student needs.
Transparency and availability of student services information	10	Information on student support services is clearly presented and easily accessible through official institutional channels, including the website, student handbook, and orientation sessions. This ensures that students are well informed about available resources.
Availability of guidance on study and career opportunities	9	Students receive guidance on academic planning and career development through advising services, workshops, and collaboration with career offices. Further enhancement of structured career guidance activities could strengthen graduate employability support
Clarity of structures and procedures for appeals and complaints	10	Clear and transparent procedures for student appeals and complaints are formally established and communicated to students. These mechanisms ensure fairness, confidentiality, and timely resolution in accordance with institutional regulations.

Indicator	Rating (1-10)	Comments
Provision and promotion of extracurricular activities	10	The institution supports a range of extracurricular activities, including student clubs, cultural events, and academic initiatives, contributing to personal development and social engagement. Increased promotion and integration of these activities could further enhance student participation.
Feedback from student surveys on support services and resources	9	Student feedback indicates general satisfaction with available support services and resources. Survey results are reviewed regularly and used to inform continuous improvement of student support mechanisms.

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	The study program incorporates clearly defined research objectives that reflect and support the institution's overall research strategy. Program content encourages analytical thinking, evidence-based inquiry, and engagement with contemporary research themes aligned with institutional priorities.
Adequate provision of financial, logistic, and human resources for research objectives	9	The institution provides appropriate financial, logistical, and human resources to support research-related activities within the program. Academic staff are actively engaged in research, and students benefit from access to library resources, digital databases, and research supervision. Further expansion of dedicated research funding would enhance sustainability.
Clarity and adherence to policies defining recognized research standards	9	Clear institutional policies define recognised research standards, including ethical conduct, academic integrity, and quality assurance in research activities. These policies are consistently applied and communicated to staff and students, ensuring compliance with national and international academic standards.

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	Academic staff demonstrate active engagement in research and professional activities, evidenced through diverse outputs such as peer-reviewed publications, research projects, conference presentations, and applied professional contributions. These outputs support the academic depth and relevance of the program.
Frequency and quality of staff publications in renowned venues	9	Staff regularly publish in reputable national and international journals and participate in scholarly conferences. While publication quality meets recognized academic standards, continued encouragement and institutional support could further increase publication frequency in high-impact venues.
Relevant qualifications and professional experience of staff in professional bachelor study programs		Academic staff teaching in professional bachelor programs hold appropriate academic qualifications and relevant professional experience. This combination ensures effective integration of theory and practice, enhancing the employability and practical competence of graduates.

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	Academic staff actively engage in community-oriented research and development activities that address societal needs and contribute to local and regional development. These activities strengthen the social relevance of research and support the institution's mission of community engagement.

Indicator	Rating (1-10)	Comments
Establishment and maintenance of collaborative research ties with other HEIs	9	The program supports and promotes research collaboration with other higher education institutions at national and international levels. Staff participation in joint research projects, academic networks, and co-authored publications demonstrates sustained institutional cooperation.
Involvement and support for collaborations with local business partners	8	Collaboration with local businesses and organisations is encouraged, particularly in applied research and professional practice contexts. While existing partnerships contribute to practical relevance, further expansion could enhance innovation and industry responsiveness.
Active participation in technology transfer and knowledge sharing with industry and the public sector	10	Academic staff contribute to knowledge transfer through public lectures, professional training, consultancy, and dissemination of research findings to industry and public-sector stakeholders. Continued institutional support could further strengthen structured technology transfer mechanisms.

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	10	Academic staff systematically integrate their research findings and scholarly expertise into teaching content, case studies, and learning materials. This approach ensures that course content remains current, evidence-based, and aligned with developments in the discipline.
Active engagement of students in research activities alongside the academic staff	8	Students are encouraged to participate in research-related activities, including small-scale research projects, literature reviews, seminar presentations, and supervised thesis work. While engagement opportunities are effective, further expansion of structured student–staff research collaboration would enhance research-based learning.

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	9	UBT institution provides adequate and well-maintained premises that support teaching, learning, and research activities. Classrooms, lecture halls, offices, and study areas are appropriately equipped to meet program requirements.
Equipped laboratories with IT technologies for necessary curriculum activities	9	Laboratories and specialised teaching spaces are equipped with up-to-date IT technologies and equipment required for curriculum delivery and applied learning activities. These facilities support both instructional and research-related needs.
Access to necessary software with valid licenses	9	Students and staff have access to essential software tools and digital resources through institutional licenses. Software availability aligns with curriculum requirements and supports effective teaching, learning, and research activities.
Functionality of infrastructure for enrolled student capacity	10	Institutional infrastructure adequately accommodates the current number of enrolled students. Teaching spaces and resources generally meet capacity needs, though continued planning is required to support future growth and increased enrolment
Facilities adapted for students with special needs	10	Facilities are adapted to support students with special needs, including physical accessibility and appropriate learning accommodations. Further enhancements and continuous review are recommended to ensure full inclusivity across all facilities.

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	10	The library provides sufficient reading rooms and group work spaces that support both individual study and collaborative learning. The physical book collection is relevant to the study program and supports core and elective courses
Extended operating hours for library services	9	Library operating hours are generally aligned with student needs, including extended hours during peak academic periods. Further extension of evening or weekend access could enhance flexibility for working students.
Adequate seating in reading and group work rooms based on student population	10	Seating capacity in reading and group work areas is appropriate for the current student population, allowing comfortable and effective use of library facilities throughout the academic year
Stock of recent and relevant books and electronic resources	9	The library maintains an up-to-date collection of textbooks, reference materials, and electronic resources relevant to the discipline. Regular acquisition policies ensure continued alignment with curriculum developments and research needs.
Subscriptions to local and international publications and periodicals	9	The institution provides access to a range of local and international academic journals, databases, and periodicals in both print and electronic formats. Continued expansion of subscriptions would further strengthen research and learning support.

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	The study program operates within a clearly defined and sustainable financial framework approved at institutional level. Budget planning ensures continuity of teaching, staffing, infrastructure maintenance, and core academic activities aligned with program objectives.
Acquisition of additional funding	10	The program actively encourages the acquisition of supplementary funding through research projects,

Indicator	Rating (1-10)	Comments
through projects, partnerships, and community collaboration		institutional partnerships, international cooperation, and community engagement initiatives. While such funding contributes positively to development, further diversification of external funding sources is encouraged.
Utilization of extra financial resources for program enhancement	10	Additional financial resources are strategically used to enhance program quality, including curriculum development, staff professional development, acquisition of learning resources, and support for research and innovation activities. Resource allocation follows institutional priorities and quality assurance procedures