



COLLEGE UBT

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

August 2024

1. Institutional Mission, Vision, and Objectives

Standard 1.1: The institution's mission statement is well-defined, encompassing teaching, research, and community engagement, and is available to all stakeholders.

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Clarity and comprehensiveness of the mission statement	9	The mission statement clearly encompasses teaching, research, and community engagement.
Alignment with national and European higher education standards	9	Well-aligned with both national and European higher education frameworks.
Stakeholder engagement in mission formulation	8	Stakeholder consultation occurred, but engagement could be broader.
Regular review mechanism for mission statement	8	The mission is reviewed but not frequently enough to stay up-to-date with new trends.

Standard 1.2: The institutional mission is actively embodied in strategic planning, decision-making, and long-term goals.

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Integration of mission in strategic planning	9	Mission is embedded in UBT's strategic goals and operations.
Alignment of institutional objectives	8	Goals are aligned, though continuous monitoring is needed.
Influence on operational planning	8	The mission guides major decision-making processes.
Reflection in curriculum and QA	9	The curriculum and quality assurance frameworks strongly reflect the mission.

2.Strategic Planning, Governance, and Administration

Standard 2.1: College UBT adheres to Comprehensive Strategic Planning

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Regular updates of strategic plan	9	The strategic plan is updated every 2-3 years with thorough stakeholder input.
Comprehensiveness of the strategic plan	9	Covers all necessary aspects, including finance and KPIs.
Distribution to management levels	8	Action plan distribution is good but needs more transparent channels for feedback.
Linkage to information systems	7	Integrated, but system-wide access could be improved.
Monitoring of key performance indicators	8	KPI monitoring is implemented, but reporting could be more frequent.

Standard 2.2: The institution aligns the budget and financial resources in support of Strategic Planning

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Effective reporting and management	8	A sound financial management system is in place but could be more proactive.
Risk assessment in planning	7	Risk assessments are conducted but could be more dynamic and comprehensive.

Standard 2.3: College UBT has an efficient Organizational Structure and Stakeholder Involvement

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Transparency in election processes	8	Processes are transparent, though some improvements in communication could be made.
Availability of internal policies	9	Internal policies are publicly available and accessible.
Clear distinction between academic and owner roles	7	Separation is clear but needs reinforcement in certain areas.
Staff and student involvement	9	High engagement of staff and students in decision-making bodies.
Transparency in election processes	8	Processes are transparent, though some improvements in communication could be made.
Availability of internal policies	9	Internal policies are publicly available and accessible.

Standard 2.4: College UBT has an effective central administration

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Clarity of administrative responsibilities	8	Roles are well-defined, but some overlap still exists in decision-making.
Use of digital platforms	9	Efficient use of digital platforms for communication and operations.
Opportunities for staff development	8	Many development opportunities are available, though attendance can be improved.
Clarity of administrative responsibilities	8	Roles are well-defined, but some overlap still exists in decision-making.

3. Financial Planning and Financial Management

Standard 3.1: College UBT has a strong financial Sustainability and resources

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Reliability of financial provisions	9	UBT has reliable financial provisions and diverse funding sources.
Realism of budget plans	8	Budgets are realistic but can be adjusted for better forecasting.
Financial sustainability across operations	9	Financial operations are efficient and sustainable.
Transparency of funding sources	8	There is good transparency, but stakeholder communication could improve.

Standard 3.2: College UBT has an adequate funding for educational activities

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Financial sustainability of programs	9	Study programs are financially sustainable for the next five years.
Acquisition of additional funding	7	Some programs actively seek additional funding, but not all.
Investment in study program development	8	Extra resources are invested in enhancing program quality and teaching methods.
Allocation of financial resources for enhancing teaching and learning resources	10	N/A

Standard 3.3: College UBT has an adequate research budget and support

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Verification of research funds	8	Research funds are allocated, though further verification mechanisms could be implemented.
Investments in research and training	8	Investments are ongoing, with regular updates to facilities and training.

Standard 3.4: College UBT has an adequate budgeting and accounting oversight

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Implementation of internal auditing protocols	8	Internal auditing protocols are in place and followed, but there is room for further refinement in frequency and depth.
Monitoring of expenditures and commitments against budgets	9	Regular monitoring is conducted, with a strong focus on ensuring that expenditures stay within the approved budgets. However, improvements could be made in streamlining reporting processes.

4. Academic Integrity, Responsibility, and Public Accountability

Standard 4.1: College UBT has adequate policies and mechanisms for Ethical Behavior

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Promotion of academic integrity	9	Academic integrity is highly promoted through various policies and guidelines.
Presence of Ethics and Academic Integrity Policy	8	The policy exists but could benefit from additional staff and student training.
Plagiarism detection software	9	Effective plagiarism detection software is used institution-wide.
Conflict resolution mechanisms	8	Mechanisms are in place but could be streamlined for faster resolution.
Implementation and effectiveness of plagiarism detection software	9	The software is well-implemented and regularly used, with comprehensive coverage across programs. However, more proactive follow-ups on flagged cases could enhance effectiveness.

Indicator	Rating (1-10)	Comments
Clear procedures for intellectual property rights concerning the commercialization of academic staff and student ideas	8	Intellectual property rights are addressed, but there could be more clarity and widespread knowledge about commercialization processes, especially for student-created content.

Standard 4.2: College UBT has strong transparency in institutional activities

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Transparency in communication about academic staff, research, and teaching activities	9	UBT provides regular updates on academic staff, research achievements, and teaching activities through newsletters and the website. However, increasing engagement on digital platforms could enhance visibility.
Comprehensive information on program offerings, student enrollment, services, research projects, fees, etc.	8	Information is available and regularly updated, but the clarity and ease of access, especially on the website, could be improved for prospective and current students.
Public accessibility of students' final theses	10	All final theses are accessible
Communication to stakeholders about outcomes of previous evaluations	8	Evaluation results are shared with relevant stakeholders, but communication could be more systematic, with formal reporting processes for external stakeholders.

5. Quality Management

Standard 5.1: College UBT maintains a structured Quality Assurance System

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Presence of a publicly available quality assurance policy	10	The QA policy is clearly defined, regularly updated, and publicly accessible on UBT's website and all relevant communication platforms. Extensive efforts are made to inform stakeholders about it.
Efficiency of monitoring, evaluation, and enhancement of the QA system	9	The QA system is highly efficient, with regular monitoring and timely feedback loops for improvement. Automation in data collection has enhanced the system's responsiveness.
Comprehensive coverage of institutional activities by the QA system	9	The QA system covers all institutional activities, including academic programs, research, student services, and administrative functions. An annual review ensures continuous alignment with UBT's mission.
Establishment and clarity of roles for the Quality Committee and Quality Management Office	10	The roles and responsibilities of the QA Committee and Management Office are clearly defined and effectively communicated across the institution. Regular training ensures staff understand their roles.
Resource allocation for the quality assurance system	9	Adequate resources are allocated, with increased investment in staff development and digital tools for better data collection and analysis. Continuous funding ensures sustainability.
Use of results from external reviews for institutional improvement	9	UBT effectively utilizes insights from external reviews to drive institutional improvements. Action plans based on review results are implemented promptly, leading to measurable improvements in program delivery and student outcomes.

Standard 5.2: College UBT has established effective Quality Policies and Procedures

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Mechanisms for data collection and analysis	10	UBT has implemented advanced and automated data collection systems, ensuring accurate and comprehensive data from all academic and administrative activities. The mechanisms are regularly updated to incorporate best practices in quality assurance.
Effectiveness of data collection related to student profile, progression, satisfaction, etc.	9	Data collection related to student profiles, progression, and satisfaction is highly efficient, with robust feedback mechanisms in place. Regular student satisfaction surveys and progression tracking are conducted, and the results are used for continuous improvement.

Indicator	Rating (1-10)	Comments
Accessibility and use of statistical data by departments and units	9	Departments and administrative units have easy access to relevant statistical data through centralized digital platforms. Regular workshops are conducted to ensure staff can effectively analyze and utilize this data for decision-making and quality enhancement.
Involvement of all academic and administrative units in QA procedures	9	All academic and administrative units are actively involved in the QA process, participating in evaluations, feedback sessions, and improvement initiatives. Collaborative efforts ensure comprehensive coverage of the QA system, and staff are well-informed of their roles.
Active student participation in quality assurance processes	9	UBT ensures active student participation in quality assurance through student feedback mechanisms, representation on QA committees, and involvement in decision-making processes. Students are regularly engaged in quality reviews and improvements.

Standard 5.3: College UBT has established a Formal Process for Program Design and Approval

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Internal quality assurance of study programs	9	UBT has a well-established internal quality assurance system for study programs, which ensures alignment with both national and European standards. Regular program evaluations, stakeholder feedback, and external reviews contribute to maintaining high standards.
Defined procedures for program development and approval	9	The procedures for program development and approval are clearly defined and rigorously followed. Involvement of internal and external stakeholders ensures that new programs are relevant and align with the institution’s mission and labor market demands.
Defined procedures for monitoring the quality of program delivery	9	UBT implements structured procedures to monitor the quality of program delivery, including continuous evaluation of teaching effectiveness, curriculum relevance, and student feedback. Regular reviews and quality reports contribute to ongoing improvements.

Standard 5.4: College UBT conducts Periodic Monitoring and Review of Study Programs

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Defined procedures for program monitoring and improvement	9	UBT has clearly defined and structured procedures for the regular monitoring and improvement of study programs. These procedures ensure that program content, delivery, and outcomes are regularly evaluated for relevance and effectiveness. Continuous updates based on internal and external feedback help maintain program quality.
Evaluation of ECTS allocation, learning outcomes, and workload estimates	9	The evaluation of ECTS allocation, learning outcomes, and workload estimates is carried out systematically. Faculty, students, and industry representatives provide input to ensure that the ECTS credits reflect actual workloads and learning outcomes align with UBT's strategic goals.
Stakeholder involvement in program monitoring	9	UBT involves a wide range of stakeholders, including students, faculty, alumni, and employers, in the program monitoring process. Their feedback ensures that the programs are aligned with market needs and academic standards.
Defined procedures for monitoring and improving the quality of student internships	8	Procedures for monitoring internships are well-established, with regular feedback from both students and hosting organizations. Efforts are made to continuously improve internship opportunities based on student and employer evaluations. However, more frequent reviews could further enhance the quality of these experiences.
Regular collection and analysis of program information	9	UBT conducts regular data collection on program performance, student success rates, and alumni outcomes. This information is analyzed and used to guide program improvements, ensuring that programs remain relevant and effective.
Communication of monitoring results and action plans to stakeholders	8	Monitoring results and subsequent action plans are communicated to relevant stakeholders, though there is potential to improve the transparency and timeliness of communication. A formalized communication strategy could ensure that all stakeholders are regularly informed.
Updated study programs are published on the HEI website	9	Updated study programs are consistently published on the UBT website, making the latest program information accessible to students and external stakeholders. Continuous efforts are made to keep the website updated with the most current versions of all programs.

6. Teaching and Learning

Standard 6.1: College UBT has established Policies and Procedures Monitoring System

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Establishment of KPIs for every study program and their annual evaluation	9	UBT has successfully established clear Key Performance Indicators (KPIs) for all study programs. These KPIs are evaluated annually to ensure that programs meet their intended learning outcomes and contribute to institutional goals. Continuous refinement of KPIs is done based on feedback from internal and external reviews.
Effective monitoring of study programs by internal structures	9	Internal monitoring systems are in place, ensuring that study programs are regularly reviewed for quality, relevance, and performance. Dedicated quality assurance teams and academic staff conduct these reviews, leading to timely updates and improvements.
Presence of effective and innovative pedagogical technologies	9	UBT incorporates modern pedagogical technologies in its programs, ensuring innovative teaching methods such as blended learning, and online platforms. Regular training is provided to faculty members to enhance the use of these technologies in the classroom.

Standard 6.2: College UBT has formulated Clear and Aligned Learning Outcomes

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Alignment of study program's intended	9	The intended learning outcomes for all study programs are closely aligned with UBT's mission and strategic

Indicator	Rating (1-10)	Comments
learning outcomes with the HEI's mission and strategic goals		goals. The outcomes emphasize developing skills that contribute to community engagement, research excellence, and employability, reflecting UBT's broader educational mission.
Learning outcomes written from a student perspective	9	Learning outcomes are clearly articulated from a student-centered perspective, ensuring that students understand the skills and knowledge they are expected to acquire. Outcomes are regularly reviewed to reflect changing industry demands and educational standards.
Use of good practices in defining intended learning outcomes	9	UBT applies good practices in defining learning outcomes, including alignment with Bloom's taxonomy and clear distinctions between cognitive, psychomotor, and affective domains. Input from both academic experts and industry professionals ensures relevance and rigor.
Distinction of competencies into skills, knowledge, and values	9	The learning outcomes clearly distinguish competencies into skills, knowledge, and values, ensuring that students receive a well-rounded education that covers both practical and theoretical aspects of their chosen fields. This approach helps students develop both technical expertise and ethical awareness.
Comparability of learning outcomes with similar programs in the EHEA	9	UBT's learning outcomes are comparable with those of similar programs across the European Higher Education Area (EHEA). This ensures compatibility with European standards and facilitates student mobility and recognition of qualifications across borders.

Standard 6.3: College UBT achieves effective Correlation of Outcomes, Methodology, and Assessment

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Comprehensive documentation for study programs	10	UBT provides thorough and detailed documentation for all study programs, including syllabi, learning outcomes, and assessment methods. Regular audits ensure that the documentation remains current and aligns with institutional goals.
Collaborative approach for interdisciplinary study programs	8	UBT encourages interdisciplinary collaboration between departments. Some programs benefit from this approach, though further integration across disciplines is needed to enhance interdisciplinary learning experiences.

Indicator	Rating (1-10)	Comments
Flexibility in the structure of study programs	9	The structure of UBT's study programs allows flexibility with electives and specializations. This flexibility accommodates a wide range of student needs, although some programs could improve course sequencing flexibility.
Regular updating of study program content with latest research	9	UBT consistently integrates the latest research into study programs. While some departments excel, others are improving in updating content more frequently to reflect academic and industry advancements.

Standard 6.4: College UBT has established an appropriate ECTS Allocation

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
ECTS allocation in line with "ECTS Users' Guide" guidelines	9	UBT ensures that ECTS allocation follows the guidelines of the "ECTS Users' Guide," maintaining consistency and alignment with European higher education standards. Regular reviews are conducted to ensure adherence to these guidelines.
Allocation of ECTS credits based on actual student workload	9	ECTS credits are generally well-aligned with actual student workloads. However, some feedback suggests that in a few programs, workload estimates could be further refined to better reflect the time and effort required for certain courses.

Standard 6.5: College UBT has achieved effective compliance with National and European Frameworks

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Alignment of learning outcomes with National Qualification Framework and European Qualifications Framework descriptors	9	UBT ensures that learning outcomes are fully aligned with both the National Qualification Framework and the European Qualifications Framework, guaranteeing compatibility with national and European higher education standards. Regular audits and reviews ensure that these alignments are maintained.
Distinction of undergraduate and graduate level learning outcomes	9	The distinction between undergraduate and graduate learning outcomes is clearly defined and appropriately reflects the complexity and depth required at each

Indicator	Rating (1-10)	Comments
		level. These distinctions ensure that students develop competencies suitable for their academic level.
Alignment of learning outcomes with level and profile of qualifications	9	UBT aligns learning outcomes effectively with the appropriate level and profile of qualifications. This ensures that the qualifications students receive are recognized both nationally and internationally, and are appropriate for their level of study.

Standard 6.6: College UBT has achieved the Alignment with National and EU Directives

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Compatibility of study programs with EU Directives	9	UBT ensures that its study programs are compatible with relevant EU Directives, particularly in fields such as engineering, business, and law. This alignment guarantees that graduates meet European professional standards, enhancing their employability across Europe. Regular updates ensure continued compliance.
Consideration of recommendations from professional associations	9	UBT actively engages with professional associations to ensure that its programs incorporate the latest industry standards and recommendations. This collaboration ensures that students receive training that aligns with the expectations of their future professions, keeping programs up-to-date with professional requirements.

Standard 6.7: College UBT implements Student-Centered Teaching and Learning

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Encouragement of diverse pedagogical methods	9	UBT actively promotes a variety of pedagogical approaches, including problem-based learning, collaborative projects, and flipped classrooms. Faculty members are encouraged to experiment with and adopt different teaching styles to suit diverse learning needs, fostering an inclusive and dynamic learning environment.
Use of teaching methods promoting interactive	9	UBT prioritizes interactive and research-based learning across its programs. Faculty members incorporate case studies, simulations, and research projects into their

Indicator	Rating (1-10)	Comments
and research-based learning		courses, engaging students in hands-on learning experiences. This approach helps students develop critical thinking and practical skills.
Continual evaluation and adaptation of teaching methods	8	UBT regularly evaluates its teaching methods through student feedback, faculty self-assessment, and peer reviews. While continual adaptation occurs, there is room for further improvement in ensuring that all faculty members consistently adjust their methods based on these evaluations.
Adaptation of teaching methods for diverse student populations	9	UBT effectively adapts its teaching methods to accommodate diverse student populations, including international students, working professionals, and students with special needs. Tailored support and resources ensure that all students have equal opportunities to succeed.
Modern technology usage in executing study programs	9	UBT incorporates modern technologies such as virtual classrooms, online platforms, and AI-driven tools to enhance the delivery of study programs. These technologies support blended learning models, enabling flexible and accessible learning experiences for all students.

Standard 6.8: College UBT has established an Objective Evaluation and Assessment

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Publication of assessment criteria and methods in advance	9	UBT ensures that all assessment criteria and methods are published well in advance of course commencement. This transparency allows students to understand how their performance will be evaluated, fostering fairness and reducing misunderstandings.
Support provided to academic staff for assessment methods	9	UBT provides extensive support to academic staff through regular workshops and training on innovative and effective assessment methods. Faculty members are encouraged to share best practices, ensuring that assessments remain relevant and aligned with course objectives.
Ensured objectivity and reliability of grading	8	UBT employs a range of measures to ensure the objectivity and reliability of grading, including standardized rubrics and peer reviews. While grading practices are generally consistent, additional calibration sessions among faculty could further improve uniformity across programs.

Indicator	Rating (1-10)	Comments
Provision of feedback to students on evaluation results	9	UBT places strong emphasis on providing timely and constructive feedback to students. Faculty members are encouraged to give detailed feedback on assessments to help students understand their strengths and areas for improvement. Consistent feedback mechanisms are in place across most programs.

Standard 6.9: College UBT has established an effective Student Appeals Procedure

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Timely information and consistent implementation of the student appeals procedure	9	UBT ensures that information about the student appeals procedure is communicated clearly and in a timely manner. The appeals process is outlined in student handbooks and made accessible online, ensuring that students are aware of their rights and the process for appealing decisions. Implementation of the appeals procedure is consistent, with appeals handled promptly and in line with established guidelines.

7. Research

Standard 7.1: College UBT has adopted an Integrated Research Strategy

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Alignment of the research strategy with the HEI's mission and vision	9	UBT's research strategy is well-aligned with the institution's mission and vision, focusing on innovation, community engagement, and academic excellence. The strategy emphasizes interdisciplinary research and real-world impact, ensuring that research outcomes contribute to the institution's overall strategic goals.
Integration of academic, research staff, and students in the research strategy	8	UBT involves both academic staff and students in its research initiatives, fostering a collaborative research environment. While students and junior faculty are encouraged to participate, there is potential to further

Indicator	Rating (1-10)	Comments
		enhance student involvement in larger, interdisciplinary research projects.
Adequacy of researchers in terms of number and profile for the strategic research agenda	9	UBT has an adequate number of researchers with diverse profiles and expertise, matching the institution's strategic research priorities. Efforts to recruit high-quality researchers and provide professional development ensure the institution remains competitive in its key research areas.
Establishment and effectiveness of research and development units	9	UBT has established several research and development (R&D) units that are effectively contributing to the research output and innovation ecosystem. These units collaborate with industry and academia, producing relevant research with practical applications. However, continued investment and expansion of these units could further increase their impact.
Regular publication of institutional research performance reports	9	UBT consistently publishes research performance reports that detail the institution's progress, outputs, and areas for improvement. These reports are publicly accessible and provide transparency regarding UBT's research achievements and strategic direction.

Standard 7.2: College UBT exhibits Commitment to High-Quality Research

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Presence of an internal policy regulating the research work and activities of academic staff	9	UBT has a comprehensive internal policy that regulates the research activities of academic staff. This policy outlines expectations for research output, collaboration, and ethical conduct, ensuring that research activities align with institutional goals and standards. Regular updates to the policy ensure it remains relevant to the evolving research landscape.
Recognition of academic staff's contributions to scientific and applied research	9	UBT places a strong emphasis on recognizing the contributions of academic staff to both scientific and applied research. Awards, promotions, and public acknowledgments are part of the institution's efforts to incentivize and celebrate research achievements.
Consistency of academic staff publications in high-quality scientific or professional publications	8	While many UBT faculty regularly publish in high-quality journals, there is room for improvement in ensuring that all departments consistently meet publication targets. Encouraging more interdisciplinary and collaborative publications could further enhance research visibility and impact.

Indicator	Rating (1-10)	Comments
Active promotion of research achievements at national and international conferences	9	UBT actively promotes faculty research at national and international conferences. The institution provides financial and logistical support for staff to attend and present their work, ensuring UBT's research is widely disseminated and recognized in global academic circles.
Encouragement and support for applied research projects	9	UBT is committed to supporting applied research projects that have practical implications for industry and society. Dedicated funding, resources, and partnerships with external organizations foster an environment where applied research can thrive. Further expansion of industry collaboration would enhance the institution's applied research output.

Standard 7.3: College UBT implements Research Relevance in Teaching Activity

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Inclusion of research results and scholarly activities in teaching	9	UBT effectively integrates research results and scholarly activities into teaching. Faculty regularly incorporate their research findings into course content, ensuring that students are exposed to the latest developments in their fields. This approach bridges the gap between research and practice, enriching the student learning experience.
Mechanisms for recognizing and rewarding academic staff excellence based on research productivity	9	UBT has strong mechanisms in place to recognize and reward academic staff for their research productivity. This includes promotions, research awards, and funding opportunities, which incentivize faculty to engage in high-quality research and integrate it into their teaching.
Engagement of students in research activities with academic staff	8	UBT involves students in research activities, providing opportunities for them to collaborate with academic staff on research projects. While there are successful cases of student engagement, expanding these opportunities across all programs would further enhance student participation in research.
Support mechanisms for junior teaching staff in developing research programs	9	UBT provides comprehensive support for junior teaching staff to develop their research programs, including mentorship, training workshops, and access to research funding. These mechanisms help junior staff build their

Indicator	Rating (1-10)	Comments
		research portfolios while improving the quality of teaching through research integration.

8. Staff, Employment, Promotion Process, and Professional Development

Standard 8.1: College UBT has established an effective Teacher Recruitment

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Effective advertisement of vacancies both nationally and internationally	9	UBT effectively advertises vacancies through various channels, including national and international job portals, academic networks, and UBT’s website. This broad reach ensures that positions attract highly qualified candidates from diverse geographical areas. UBT also participates in international conferences to further promote vacancies.
Clarity, objectivity, and transparency in the staff recruitment process	9	The recruitment process at UBT is well-structured, with clear, objective, and transparent procedures in place. The criteria for selection are communicated upfront, ensuring fairness throughout the hiring process. Documentation of the process is maintained and accessible to stakeholders.
Adequacy of methods for selecting the best candidates	8	UBT employs rigorous methods for selecting candidates, including multi-stage interviews, peer reviews, and assessment of research and teaching portfolios. However, enhancing consistency in the evaluation process across different departments could further improve the selection process.
Provision of complete job descriptions and conditions to candidates	9	UBT ensures that job descriptions and employment conditions are clearly communicated to candidates before they apply. This includes expectations for teaching, research, and administrative responsibilities, providing candidates with a full understanding of the position.
Accessibility of policies and regulations for both teaching and administrative staff	9	UBT’s policies and regulations are easily accessible to both teaching and administrative staff through the institution’s internal platforms. New hires are provided with all necessary information upon joining, ensuring that they are fully aware of institutional guidelines and expectations.

Standard 8.2: College UBT maintains at all times a Qualified Academic Staff

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Adequacy of qualified academics for study programs and scientific activities	9	UBT ensures that its academic staff possess the necessary qualifications and expertise to deliver high-quality education and engage in relevant scientific research. Faculty members are carefully selected based on their academic credentials and research background, aligning with the institution's strategic priorities.
Compliance with standards for academic workload and teaching positions	8	UBT adheres to national and institutional regulations regarding academic workload, ensuring that faculty members are able to balance teaching, research, and administrative duties effectively. However, there is room for further optimization to ensure equitable distribution of workload across departments.
Ratio of full-time academic staff in the HEI	9	UBT maintains a healthy ratio of full-time academic staff, ensuring stability and continuity in teaching and research activities. Full-time faculty members are well-represented across all departments, providing a strong foundation for academic excellence.
Alignment of academics' workload with relevant regulations	8	Academic staff workload is generally aligned with institutional and regulatory guidelines, but ongoing monitoring and adjustments are necessary to ensure optimal workload distribution. Periodic reviews help to balance teaching, research, and administrative responsibilities effectively.
Adequacy of qualified academic staff for mentoring the final thesis	9	UBT ensures that its academic staff are well-qualified to mentor students through their final thesis projects. Faculty members possess the expertise and experience needed to guide students through research, ensuring high-quality outputs and rigorous academic standards.
Appropriate qualifications of staff for professional bachelor study programs	9	Faculty members teaching professional bachelor study programs are appropriately qualified, with both academic credentials and industry experience. This ensures that students receive both theoretical knowledge and practical skills relevant to their future careers.

Standard 8.3: College UBT has established a system of Promotion and Re-Appointment of Teaching Staff

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Presence of a long-term operational plan for developing academic staff	9	UBT has implemented a comprehensive long-term operational plan for academic staff development. This plan includes professional development opportunities, research support, and mentoring, ensuring that staff are continuously improving their skills and contributing to the institution's academic and research goals.
Transparency and objectivity in teacher promotion procedures	9	UBT's promotion procedures are transparent and objective, based on clear criteria that are communicated to all staff. Promotions are merit-based, with a focus on teaching effectiveness, research output, and contributions to the academic community. The process is well-documented and accessible to all stakeholders.
Basis of staff promotion on excellence and significant achievements	9	Promotions at UBT are based on demonstrable excellence in teaching, research, and service. Faculty members are recognized for significant achievements, including publications in high-quality journals, contributions to curriculum development, and leadership in academic projects.
Timeliness of the promotion process	8	While UBT ensures that the promotion process is fair and thorough, there are occasional delays due to the high volume of applications and thorough evaluations. Efforts to streamline the process could further improve timeliness without compromising the integrity of the evaluations.
Implementation of a comprehensive staff performance evaluation system	9	UBT has established a robust performance evaluation system that assesses teaching effectiveness, research productivity, and service to the institution. Regular evaluations help identify areas for improvement and provide feedback to staff, ensuring continuous development.

Standard 8.4: College UBT has established an effective Professional Development of Academic Staff

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Presence and adequacy of a plan for the professional development of academic staff	9	UBT has a well-defined plan for the professional development of academic staff, focusing on continuous learning and skill enhancement. The plan includes regular workshops, seminars, and opportunities for professional growth in both academic and industry settings.
Participation of academic staff in professional development programs	8	A significant portion of UBT's academic staff regularly participates in professional development programs. However, increasing participation rates across all departments could further enhance overall teaching and research quality.
Participation of academic staff in international mobility programs and other relevant initiatives	9	UBT encourages and facilitates staff participation in international mobility programs and initiatives, providing opportunities for collaboration with international institutions and enhancing the global perspective of its faculty.
Training of academic staff on methods of preparation and delivery of teaching	8	UBT provides training on innovative teaching methods and the effective preparation and delivery of courses. Expanding these training opportunities could help further standardize high-quality teaching practices across all programs.
Adequate training for newly employed teachers	9	Newly employed teachers receive comprehensive training that helps them integrate into UBT's academic environment and adopt the institution's pedagogical practices. The training equips them with the necessary tools to succeed in their roles.
Effective onboarding procedure for new staff members	9	UBT has an effective onboarding procedure that ensures new staff members are familiar with institutional policies, teaching expectations, and research opportunities. This process helps new hires quickly acclimate to UBT's academic environment.

Standard 8.5: College UBT has established a system of Qualifications advised by External Associates

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Inclusion of latest research, trends, and know-how from the labor market by external associates	9	UBT effectively incorporates the latest research, industry trends, and labor market insights through its external associates. These industry professionals ensure that the programs stay relevant and aligned with current market demands. Regular collaboration with industry experts contributes to a dynamic and updated curriculum.
Training of external associates on methods of preparation and delivery of teaching	8	External associates receive adequate training on teaching methods and course preparation. While the training ensures basic alignment with UBT's academic standards, there is potential to offer more frequent and advanced pedagogical training to external associates for even better integration into the academic environment.
Encouragement of external associates' participation in thesis supervision	9	UBT encourages external associates to participate in the supervision of student theses, leveraging their industry experience and expertise to provide valuable practical insights. This involvement enriches the academic experience and bridges the gap between theory and practice.

9. Student Administration and Support Services

Standard 9.1: College UBT has established and maintains an effective Admission Policy

Matrix for Self-Evaluation

Indicator	Rating (1-10)	Comments
Clarity and comprehensiveness of admission requirements and process	9	UBT has clearly defined and comprehensive admission requirements that are communicated effectively to prospective students. The process is straightforward and well-documented, ensuring applicants are fully aware of the criteria and steps for admission.
Transparency of admission requirements for international students	9	UBT provides transparent and detailed admission requirements for international students, ensuring they understand the qualifications needed and any specific criteria for foreign applicants. This helps streamline the process and encourages international enrollment.
Provision of thorough information about the	9	UBT ensures that prospective students receive comprehensive information about its programs,

Indicator	Rating (1-10)	Comments
institution to prospective students		facilities, and support services. This information is accessible through various channels, including the UBT website, brochures, and open days, allowing students to make informed decisions.
Ensuring student qualifications align with MESTI requirements	9	UBT aligns its admission process with the Ministry of Education, Science, Technology and Innovation (MESTI) requirements, ensuring that all admitted students meet the necessary academic standards and qualifications set by the ministry.
Fairness and consistency in admission processes	9	UBT maintains a fair and consistent admission process that is applied uniformly across all applicants. The institution uses clear criteria for selection, and the process is regularly reviewed to ensure fairness and transparency.
Procedures for recognizing periods of study	8	UBT has established procedures for recognizing periods of prior study, enabling students who have completed part of their studies elsewhere to transfer credits. While the process is well-structured, there could be room for more flexibility in certain cases to accommodate diverse educational backgrounds.
Adequacy of procedures for recognition of study periods	8	The procedures for recognizing study periods are generally adequate, though there may be opportunities for further streamlining the process to make it more efficient for students transferring from other institutions, particularly international ones.

Standard 9.2: College UBT effectively monitors Student Progression

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Presence of a system for monitoring students' progress and providing assistance	9	UBT has an established system for monitoring student progress throughout their academic journey. This system provides real-time updates on student performance, and early intervention mechanisms are in place to assist students facing academic difficulties. Advisors and academic staff are available to guide students in achieving their academic goals.
Availability and accessibility of teaching staff for students	9	UBT ensures that teaching staff are accessible to students through office hours, online platforms, and other communication channels. Faculty members are responsive to student inquiries, providing academic support and guidance in a timely manner.

Indicator	Rating (1-10)	Comments
Monitoring of student progression and completion rates	8	UBT regularly monitors student progression and completion rates through its internal systems. Reports are generated to track student success and identify trends. While the system is effective, there is room for further refinement in analyzing progression trends to improve retention and graduation rates.

Standard 9.3: College UBT has established Support for Outgoing and Incoming Students

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Support for students in international exchange mobility programs	9	UBT provides strong support for students participating in international exchange programs, including advising, financial assistance, and guidance through the application process. The institution has established partnerships with several international universities to facilitate student mobility.
Regular provision of information about international exchange mobility programs	9	UBT regularly communicates information about international exchange opportunities through various channels, including dedicated advisors, online platforms, and informational sessions, ensuring students are well-informed about available options.
Clarity in ECTS credit recognition and student awareness	8	UBT ensures that ECTS credit recognition processes are clearly communicated to students. However, there is potential to further enhance transparency and streamline the process to avoid delays in credit recognition, particularly for incoming students.
Publication of application procedures and study program admission in foreign languages	9	UBT publishes comprehensive application procedures and admission guidelines in multiple languages, making the institution accessible to international students and ensuring that they have all the necessary information to apply.
Support and provision of resources for foreign students	9	UBT provides robust support for foreign students, including orientation programs, housing assistance, and language support, ensuring they integrate smoothly into the academic and social environment.
Provision of foreign language courses for international students	8	UBT offers foreign language courses to international students to help them adapt to life in Kosovo. While the courses are effective, increasing the frequency and variety of language offerings could further improve the experience for non-native speakers.
Collection and analysis of feedback from	9	UBT regularly collects and analyzes feedback from both national and international students to improve its services

Indicator	Rating (1-10)	Comments
national and international students		and support systems. This feedback is used to make ongoing improvements to mobility programs and student support.
Information on student participation in international mobility (both outgoing and incoming)	9	UBT tracks and reports on student participation in international mobility programs, ensuring that data on both outgoing and incoming students is regularly updated and used to improve program effectiveness and increase participation rates.

Standard 9.4: College UBT has established Adequate Resources for Student Support

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Adequate number and qualifications of staff providing student support	9	UBT has a well-qualified student support team, with sufficient staff members available to address a wide range of student needs, from academic advising to personal counseling. Continuous professional development ensures that staff are up-to-date with best practices in student support.
Accessibility and comprehensiveness of student information and resources	9	UBT provides comprehensive and easily accessible information to students through a variety of platforms, including the website, student portal, and in-person support. Resources cover academic, financial, and personal aspects of student life.
Support and guidance for students with special needs	8	UBT offers support services for students with special needs, including accommodations for physical disabilities and learning challenges. Expanding the range of available services could further enhance inclusivity.
Availability and effectiveness of guidance on study and career opportunities	9	UBT offers effective study and career guidance through dedicated career services and academic advisors, helping students align their academic journey with career goals. Regular workshops and one-on-one counseling sessions are available.
Clarity and accessibility of student complaint procedures	9	UBT has a clear and accessible student complaint procedure, which is communicated to students through multiple channels. The process is transparent, and complaints are handled in a timely and fair manner.
Offering of scholarships and financial assistance to students	8	UBT provides a variety of scholarships and financial assistance programs to support students, particularly those with financial challenges. While the offerings are

Indicator	Rating (1-10)	Comments
		substantial, expanding scholarship opportunities could benefit a larger number of students.
Support and resources for student extracurricular activities	9	UBT actively supports extracurricular activities, providing resources for student clubs, sports, and cultural events. These activities are well-integrated into the student experience, fostering a vibrant campus life.
Oversight and development of student support services	9	UBT maintains strong oversight and continuous development of its student support services, regularly reviewing and updating services to meet evolving student needs. Feedback mechanisms ensure that support services remain effective and relevant.

10 Facilities and Learning Resources

Standard 10.1: College UBT has sufficient and adequate Premises and Equipment for Education and Research

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Adequacy of premises and equipment for educational activities and research	9	UBT provides sufficient and well-maintained premises and equipment to support both educational activities and research. Lecture halls, labs, and research facilities are equipped with modern tools and technology to ensure high-quality learning and research environments.
Validity of documents on premises and equipment for at least five years	9	UBT maintains valid documentation on ownership of its premises and equipment, ensuring compliance with institutional and legal requirements. The institution regularly updates records to ensure all assets meet the necessary standards.
Adequacy of equipment in laboratories and IT technologies for compulsory courses	8	UBT's labs and IT infrastructure are generally adequate for compulsory courses, providing students with the necessary tools for hands-on learning. However, regular updates to some labs and IT facilities could enhance the overall learning experience.
Availability and validity of software licenses for study programs	9	UBT ensures the availability and validity of software licenses required for various study programs, particularly in fields like engineering, IT, and business. Software is regularly updated to ensure students have access to the latest tools.
Appropriate infrastructure for the delivery of study	9	UBT has the necessary infrastructure to support the delivery of its study programs and the achievement of

Indicator	Rating (1-10)	Comments
programs and achievement of learning outcomes		learning outcomes. This includes well-designed lecture spaces, modern labs, and IT infrastructure that align with the educational goals of the institution.
Adjustments to premises and equipment for students with special needs	8	UBT makes reasonable adjustments to its premises and equipment to accommodate students with special needs. While basic accommodations are in place, expanding these services could further enhance inclusivity for all students.
Sufficient office space for academic staff	9	UBT provides adequate office space for academic staff, ensuring that they have the necessary environment for research, student consultations, and administrative work. Office facilities are well-maintained and equipped with necessary technology.
Facilities for extracurricular activities (cultural, sporting, etc.) for students	9	UBT offers a range of facilities for extracurricular activities, including cultural, sporting, and recreational events. These facilities are well-utilized by students and contribute to a vibrant campus life.
Availability of adequate food service facilities for staff and students	8	UBT provides food service facilities for both staff and students, but there is room for improvement in expanding options to cater to a more diverse range of dietary needs and preferences.
Senior staff responsibility for infrastructure and resources oversight and development	9	Senior staff at UBT are actively involved in overseeing and developing infrastructure and resources, ensuring that the institution's premises and equipment meet the evolving needs of students and faculty. Regular reviews and improvements are made to align with strategic goals.

Standard 10.2: College UBT has adequate Library Resources

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Equipped library with reading rooms, group work rooms, and relevant book stock	9	UBT's library is well-equipped with reading rooms, group work spaces, and a diverse range of book collections that meet the academic needs of students. The environment is conducive to both individual and group study, fostering academic collaboration.
Adequate number of seats in reading rooms (at least 10% of total students)	9	The reading rooms in UBT's library provide an adequate number of seats, ensuring that at least 10% of the student population can access these spaces at any given time. The facility is well-utilized, especially during exam periods.

Indicator	Rating (1-10)	Comments
Adequate number of seats in group work rooms (at least 10% of total students)	8	Group work rooms are available and provide enough seating for collaborative study sessions. However, increasing the availability of group work rooms during peak times could further improve the student experience.
Library's up-to-date book stock (at least 50% from recognized publishers in the last 10 years)	9	UBT's library maintains an up-to-date collection, with at least 50% of its stock sourced from recognized publishers within the last 10 years. This ensures that students have access to relevant and current academic resources.
Sufficient book stock to cater to all students' needs	8	The library's book stock generally meets the needs of students, though there could be further expansion in certain specialized areas to ensure complete coverage of all academic programs.
Adequate subscriptions to relevant domestic and foreign electronic resources	9	UBT subscribes to a range of domestic and international electronic resources, providing students with access to academic journals, databases, and e-books that support their research and coursework.
Accessibility of library services beyond regular class hours	9	UBT ensures that library services are accessible beyond regular class hours, allowing students to use the library for extended study sessions, especially during exams and project deadlines.
Equipped library with reading rooms, group work rooms, and relevant book stock	9	The library's physical setup, including reading rooms, group spaces, and a comprehensive book collection, provides an excellent environment for both focused and collaborative academic work.

11. Institutional Cooperation

Standard 11.1: College UBT has an effective Institutional Collaboration Plan in line with the Overall Strategy of UBT

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Defined strategy for choosing institutions for partnership agreements	9	UBT has a clear strategy for selecting institutions for partnership agreements, focusing on institutions that align with its strategic goals in education, research, and internationalization. This ensures that partnerships are meaningful and contribute to UBT's long-term vision.
Well-defined section on internationalization in institutional strategy	9	UBT's institutional strategy includes a strong focus on internationalization, with clearly defined objectives for enhancing global partnerships, increasing student

Indicator	Rating (1-10)	Comments
		and faculty mobility, and promoting international collaboration in research and education.
Acknowledgement of the HEI's accomplishments on national, regional, or international levels	8	UBT's accomplishments are well-recognized at the national and regional levels, and the institution has made strides in achieving international recognition. However, further efforts to document and promote achievements on the international stage would enhance its global reputation.
Hosting of international events like conferences and summer schools that attract large audiences	9	UBT regularly hosts international conferences, workshops, and summer schools that attract a wide audience of academics, students, and industry professionals. These events significantly contribute to the institution's visibility and foster collaboration with international partners.

Standard 11.2: College UBT has established adequate Mechanisms for Collaboration with Other Higher Education Institutions

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Encouragement of international cooperation and mobility of staff	9	UBT strongly encourages international cooperation and mobility of staff, offering ample opportunities for faculty members to collaborate with international institutions. This contributes to the professional development of staff and strengthens UBT's global academic network.
Support for staff participation in international activities (study mobility, events, etc.)	9	UBT provides substantial support for staff participation in international activities, including study mobility programs, international conferences, and academic events. The institution ensures that staff have access to resources and financial support to engage in these opportunities.
Dedicated resources or units for international cooperation	9	UBT has dedicated resources and units responsible for facilitating international cooperation, ensuring effective management and coordination of partnerships with other higher education institutions. These units play a crucial role in enhancing UBT's international presence and collaboration.

Standard 11.3: College UBT has established effective Relationships with Local Industry and Community

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Established partnerships with local/regional industries and employers	9	UBT has successfully established strong partnerships with local and regional industries, as well as employers, creating opportunities for internships, research collaboration, and workforce development. These partnerships help align academic programs with market needs.
Promotion of collaboration with nearby industries and research organizations	9	UBT actively promotes collaboration with nearby industries and research organizations, facilitating joint projects, knowledge exchange, and applied research that benefit both students and local businesses. This strengthens the relevance of academic research and fosters innovation.
Creation of community support/professional service agencies	8	UBT has made efforts to create community support and professional service agencies that provide various services to the local community. While there are existing initiatives, expanding these services further would increase UBT's impact on the broader community.
Communication and collaboration with local schools	9	UBT maintains strong communication and collaboration with local schools, engaging in outreach programs, educational partnerships, and joint events. These efforts help to build a pipeline of future students and support the local education system.

Standard 11.4: College UBT maintains proper Relationships with Alumni

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Consistent communication with alumni	9	UBT maintains consistent communication with its alumni through newsletters, social media, and events. Alumni are regularly updated on institutional developments and opportunities for engagement, helping foster long-term relationships.
Support for the alumni association	9	UBT actively supports its alumni association by providing resources for events, networking opportunities, and career services. The institution encourages alumni participation in various initiatives, enhancing their connection to UBT and supporting their career advancement.

QUALITY OFFICE OF UBT

Date: 07.08.2024