

Project No: 101129398-ERASMUS-EDU-2024-CBHE-STRAND-1

Improving University Quality Assurance Resilient Strategies Toward Excellence QA-SURE

WP 3 – Deliverable 3.2

Action and Sustainability Plan

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1. Introduction

The “Action and Sustainability Plan” plays a crucial point in the success of the Improving University Quality Assurance Resilient Strategies Toward Excellence (QA-SURE) project implementation. This plan will serve as a roadmap, guiding the implementation of quality assurance processes and ensuring that improvements are not only achieved but also maintained over time in each partner of the consortium.

Following are listed the key reasons why an action and sustainability plan is vital in the QA-SURE project:

- **Structured Implementation:** the action plan provides a clear and structured framework for implementing quality assurance measures. It outlines specific steps, responsibilities, timelines, and resources needed, ensuring that all team members are aligned and understand their roles in the project.
- **Objectives Alignment:** it helps in aligning the quality assurance objectives with the overall goals and objectives of the partners. By clearly defining what needs to be achieved, the action plan ensures that all efforts contribute towards the broader objectives.
- **Performance Measurement:** an integral part of any action plan involves setting up key performance indicators (KPIs) and benchmarks. These metrics are essential for measuring the effectiveness of quality assurance activities, allowing for real-time adjustments and improvements.
- **Resource Optimization:** through detailed planning, resources can be allocated efficiently, avoiding wastage and ensuring that necessary tools, personnel, and finances are available to support the quality assurance initiatives.
- **Risk Management:** the action plan identifies potential risks and challenges that might hinder the quality assurance process. By proactively addressing these risks, the plan helps in minimizing disruptions and ensures smooth implementation.
- **Continuous Improvement:** sustainability plans are crucial for the ongoing success of quality assurance efforts. They ensure that improvements are continuously evaluated, refined, and adapted to changing conditions or new insights, fostering a culture of continuous improvement.
- **Long-term Impact:** by emphasizing sustainability, the plan ensures that quality assurance is not viewed as a one-time effort but as an integral part of the project

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implementation. This long-term perspective is essential for achieving lasting improvements in quality and performance.

- **Adaptability:** sustainability plans will provide a framework for adapting quality assurance initiatives in response to internal and external changes. This flexibility is crucial for maintaining relevance and effectiveness in a dynamic environment.

In summary, the “Action and Sustainability Plan” are indispensable in ensuring quality assurance mechanisms. This plan will provide the structure, focus, and flexibility needed to implement, measure, and maintain improvements effectively, ensuring that quality assurance initiatives deliver lasting value to the organization.

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2. Western Balkans University

"Western Balkans" University was established following the Decision of the Council of Ministers no. 679, dated 10.11.2021, "On the opening of the non-public higher education institution, Western Balkans University. Western Balkans University (WBU) is an institution with a primary emphasis in Medicine, Medical Sciences, Technology, Economics, and Innovation, where teaching is conducted in the English and Albanian languages. Western Balkans University is organized and functions as a private university with academic and scientific disciplines, and it offers first-cycle, second-cycle, and third-cycle study programs. Western Balkans University is a legal entity and a secular institution, standing separate from that of the founder. Western Balkans University was founded by the "Western Balkans University" LLC, a private legal entity, recognized by Albanian civil and commercial legislation, registered in the National Business Center with VAT No M02313010F.

The university was founded and established with the special cooperation and partnership of the American Hospitals Group and the International Hygeia Hospital. These hospital groups are the largest and highest quality, operating in the health sector for more than a decade in Albania and Kosovo. The American Hospitals Group currently operates in 8 branches in Albania and Kosovo and has more than forty medical units, while International Hygeia Hospital has about forty medical units. The close partnership with these two hospital groups is the strongest indicator of the guarantee of success that this institution expects to achieve shortly. Western Balkans University aims to be among the leading universities in Southeast Europe to attract quality students and facilitate their journey for them to be ready and prepared for the international labour market.

The University consists of three Faculties:

1. Faculty of Dental Medicine;
2. Faculty of Technical Medical Sciences;
3. Faculty of Economics, Technology and Innovation.

Western Balkans University offers first-cycle, second-cycle and third-cycle study programs and it aims for the highest quality standards in teaching and scientific research. It is for this reason that in addition to the faculties, several Research Centers have been established: "Research Center for the Quality and Safety of Oral Health Care", "Research Center for the

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Study of Rare Diseases" and "Scientific Research Center for Medical Sciences, Technology and Innovation". The opportunities offered to work in scientific research utilizing high and contemporary standards is yet another important takeaway for students because it encourages further expansion and deepening of knowledge, thus bringing innovation. The university comes with a "smart" campus using the highest and most modern technology, offering students quality preparation and enabling further growth and development of their skills. All study programs offered at Western Balkans University (WBU) are adapted to ECTS credits, which constitute an essential element of the Bologna Process, while at the same time are compatible with the American higher education system. This credit system adaptation as well as the teaching process offered entirely in English, will greatly facilitate the mobility of students within the "European Higher Education Area" (EHEA) and that of the United States. The will also apply to foreign students at Western Balkans University. The curriculum is designed to rest on the work and expertise of qualified authorities and professionals from international universities, with extensive experience in their fields of work. Western Balkans University aims to deliver a high-quality curriculum, provide modern teaching and learning environments, develop self-motivated students in healthcare delivery, and improve global health standards across the region. Graduates will be prepared to enter the professional field as leaders contributing to professional growth, creativity, and innovation, as well as creating competitive advantages.

2.1 Vision, Mission, and Core Values of WBU

Vision

- *The vision of Western Balkans University is to have a transformative positive impact on society and countries' sustainable development through excellence and continual innovation in scientific research, education, healthcare, creativity, and entrepreneurship.*

Mission

- *The mission of Western Balkans University is to achieve excellence in scientific research and education of professionals of the future, for the benefit of the individual and society, aiming to promote sustainable development and healthcare, fostering progress, well-being, and innovation in all fields in Western Balkans and beyond.*

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The core values of WBU are as follows:

- ***Excellence in Research and Education:*** Excellence results from a lifelong pursuit of the highest standards. The collective quest is to earn merit through commitment, rigorous scholarship, academic and cultural literacy, and high ethical standards.
- ***Student-centeredness:*** WBU promotes student-centeredness as a pedagogical approach, putting students at the centre of education rather than giving lecturers a leading role and control of classes. Within this approach, lecturers should give students the freedom to pursue their interests with the least possible guidance. Student-centeredness emphasizes active participation, interaction, and curriculum adaptation to student needs.
- ***Inclusive Community and Diversity:*** We believe our differences are a collective strength. We will support and encourage a culture of inclusive community and opinion, which aids us in building a collective wisdom that results in more powerful and relevant solutions to our challenges.
- ***Teamwork:*** Individuals achieve high standards when supported by the collective work of others. We reinforce this value by constantly creating opportunities to collaborate inside and outside traditional alliances, our university, our proximate community, and throughout the country, region, and beyond.
- ***Integrity:*** Our job is to prepare young people to take responsibility in an ever-changing country, region, and beyond. That means that we must model behaviour grounded in truthfulness and compassion.
- ***Leadership:*** WBU educates leaders who are obligated to empower those around them. We are consistent, transparent, and accountable. Through our words and behaviours, we encourage others to exhibit these same attributes.
- ***Accountability:*** We believe that we must hold ourselves to the highest standard when we make commitments. Consistent and measurable follow-through is essential for individual and team progress. We are forthright about our successes and shortcomings, and we will position WBU for continued achievement.
- ***Innovation:*** WBU promotes a dynamic education, research, and transfer culture. We seek, develop, and test new ideas to move WBU forward. Since there is often no one correct answer to a question, we rely on the joint efforts of all university staff and students who seek solutions and continuous improvement within the framework of academic freedom and academic responsibility.

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- **Intellectual curiosity:** WBU promotes students' intellectual curiosity, i.e., the willingness and desire to learn new things and dig deeper than just the surface, making learning a much more natural process and not just a chore or a duty.
- **Service:** We believe that service is our ability to give the gift of knowledge to humanity. As we serve, we become transformed, and so do our communities.

2.2 Presentation of the Quality Assurance Unit of WBU

Quality assurance is the main objective of the Western Balkans University (WBU), defined in the institution's vision and mission for a transformative impact on society through continuous innovation in the field of education, scientific research, creativity and entrepreneurship, investing in the preparation of the future professionals prepared for the international labour market, to be an internationally recognized university in the field of scientific research and innovation, with the main goal of continuous improvement of a better life. The periodic evaluation of the results of the quality of education, research, human resources, finance, infrastructure, public relations, international relations, social and cultural activities, works within the framework of quality development and improvement activities, is comprehensive, systematic and regular, which institutionalizes the culture of quality at Western Balkans University

The process of carrying out the questionnaires and drawing up the report on its findings is by the following legal and by-laws as follows:

- Law No. 80/2015, dated 22.07.2015, "On higher education and scientific research in higher education institutions in the Republic of Albania", Articles 46, 103, 104 and 106,
- Quality Code in Higher Education, approved by The Council of Minister Decision- VKM no. 824, dated 24.12.2021, "On the approval of the Quality Code of Higher Education",
- European Standards and Guidelines for Quality Assurance in Higher Education,
- Statute of Western Balkans University (Articles 37 and 38),
- Basic Regulation of "Western Balkans" University (Article 15),
- Agency for Quality Assurance in Higher Education (ASCAL) manual for the internal quality system.

The Internal Quality Assurance Unit (IQAU) consists of 5 (five) members, of which 3 (three) are representatives of the academic staff of the main units, one for each faculty, 1 (one) representative of the Student Council, and 1 (one) external expert. The Head and Members

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of the unit are approved by the Academic Senate on the proposal of the rector. IQAU has periodical meetings, every week and also when it is required.

Composition of IQAU for the academic year 2023-2024

No.	Name, Surname	Function	Representation
1	Eda Çela	Head	Faculty of Dental Medicine
2	Elizabeta Susaj	Member	Faculty of Economics, Technology and Innovation
3	Zejnep Lleshanaku	Member	Faculty of Technical Medical Sciences
4	Ramadan Çipuri	Member	External expert
5	Franci Brahillari	Member	Student Representative

2.3 WBU Strategy for Quality Assurance

To be able to compare WBU's excellence in teaching and research, as well as all other achievements, with those of universities in other countries, the evaluation must be carried out not only by national institutions but also by internationally recognized agencies. For this reason, the strategy prioritizes quality assurance according to international standards and provides for international accreditations and national accreditation.

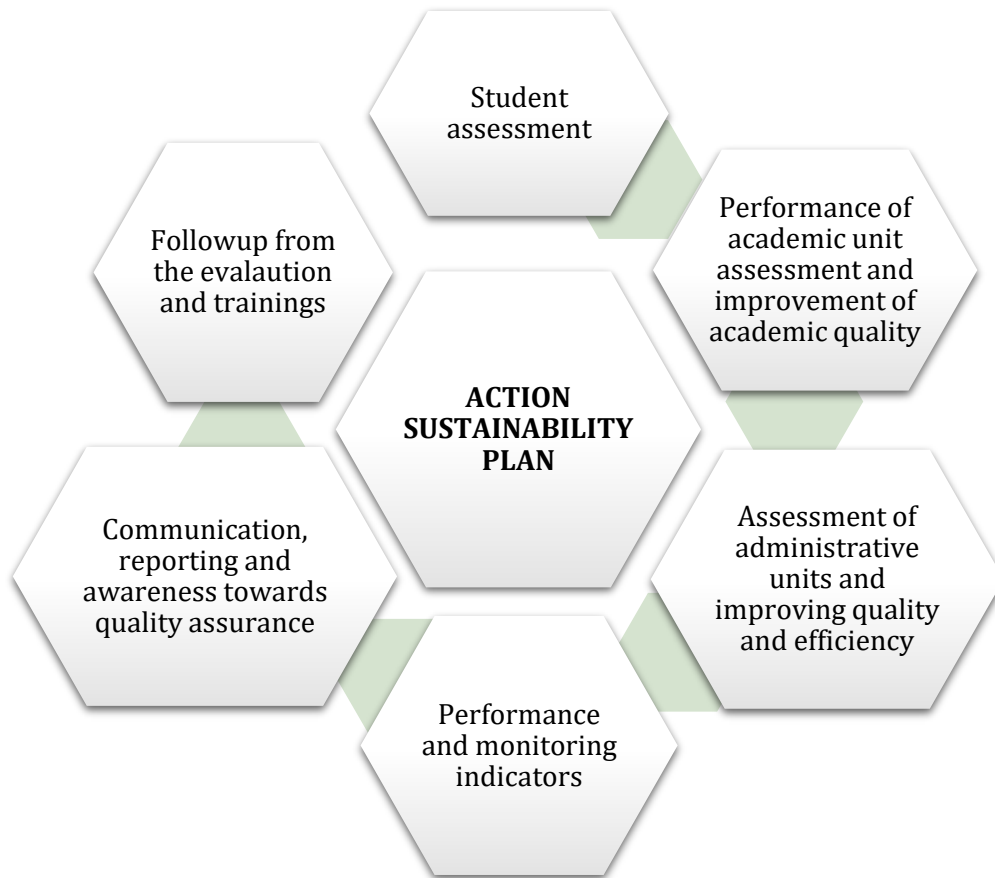
In line with this goal, the strategy also allows WBU to compete in the most prestigious international rankings to be ranked among the best universities in the region within a short period. Since the WBU offers several regulated programs in the field of health, which are in high demand in the international labour market, the WBU aims to provide graduates within this field the opportunity to take the licensing exam at an international authority, which will lead to the full recognition of the university studies at the WBU in other countries and give graduates the right to apply to the international authority immediately after licensing to work in the respective profession. These measures will enhance the international reputation of the WBU, making it more attractive for undergraduate and postgraduate students and researchers from other countries. Excellence in teaching, research, and Transfer also requires modern management and self-governance of the WBU, which is provided for in the strategy through the implementation of modern quality management systems and the use of benchmarking data for decision-making.

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2.4 Action Sustainability Plan

The action and sustainability plan is based on the following road map, divided into areas, and in the other session, each of the elements is divided into objectives, activities, results, instruments, responsible units, and implementation period.



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2.5 Objectives, activities, and instruments

AREA: STUDENT ASSESSMENT					
Objectives	Activity	Instrument	Expected results	Responsible unit/person	Implementation period
<p>O1. Evaluation of the course</p> <p>Description: The course evaluation shall address the content and conditions of the course. Students have the right to make their views known anonymously and individual students' views must be de-identified before results are published. All academic staff and students should be able to take part in the construction of the course evaluations.</p>	<p>A1. Drafting dedicated questionnaires for the evaluation of the course</p> <p>A2. Twice a year this form is completed by the students</p> <p>A3. Upon the results, a full report with the findings is published.</p> <p>A4. Upon the findings, the recommendations</p>	<p>I1. Course evaluation form</p> <p>I2. Annual Report</p>	<p>R1. Obtaining full and concrete data from the students</p>	<p>IQAU</p>	<p>Annual</p>
<p>O2. Evaluation of the program</p> <p>Description: Upon the graduation of the students, the teaching</p>	<p>A1. Drafting dedicated questionnaires for the evaluation of the program by the students.</p>	<p>I1. Program evaluation form by students</p> <p>I2. Program evaluation form</p>	<p>R1. Obtaining full and concrete data and suggestions from students will help</p>	<p>IQAU</p> <p>Dean of Students</p> <p>ALUMNI Office</p>	<p>Periodically, for example: Once in 3 years</p>

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<p>program must be reviewed based on the degree objectives and the legislation in force. Everyone should be involved, including academic staff, students, and academic advisors, allowing making their views known. Everyone involved has the right to participate in planning, implementation, and follow-up. Students have the right to make their views known anonymously and individual students' views must be de-identified before results are published. Program evaluation shall be carried out with the help of external reviewers.</p>	<p>A2. Drafting dedicated questionnaires for the evaluation of the program by graduate students who are working</p> <p>A3. Upon the results, a full report with the findings is published.</p> <p>A4. Upon the findings, the recommendations</p>	<p>by graduated students</p> <p>I3. Report</p>	<p>improve the program.</p>		
<p>O3. Evaluation of the institution by the students</p> <p>Description: All students should be able to take part in the evaluation of academic, administrative and research capacities of the institution.</p>	<p>A1. Drafting dedicated questionnaires for students to evaluate the institution.</p> <p>A2. Upon the results, a full report with the findings is published.</p>	<p>I1. Institutional evaluation form by students</p>	<p>R1. Obtaining full and concrete data and suggestions from students will help improve the institution and its services.</p>	<p>IQAU</p>	<p>Annual</p>

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	A3. Upon the findings, the recommendations				
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AREA: PERFORMANCE OF ACADEMIC UNIT ASSESSMENT AND IMPROVEMENT OF ACADEMIC QUALITY					
Objectives	Activity	Instrument	Expected results	Responsible unit/person	Implementation period
<p>O1. Assessing teaching, learning, research performance, and activities related to academic staff in the department</p> <p>Description: The assessment consists of the assessment of teaching and learning performance, the impact of internationalization on teaching, learning and research at department, faculty and university levels and the research outputs and involvement in national and international funds.</p>	<p>A1. Drafting the self-evaluation report, as an instrument of data collection of the unit.</p> <p>A2. Meetings and trainings with all the members of the units on the presentation and compilation of the report.</p> <p>A3. Confirming the evaluation by the heads of units.</p>	<p>I1. Self-evaluation report</p> <p>I2. Approved Statistical Reports to be used for analysis</p>	<p>R.1 Implementation of a data collection system that makes collecting, managing, and analyzing data easier.</p> <p>R.2 Inputting the data of each department in the system on an academic-year basis.</p>	<p>IQAU Head of Departments Head of Units Monitoring of Performance Unit</p>	<p>Annual</p>
<p>O2. Improving teaching and learning methodologies, to be</p>	<p>A1. Proposing a unit that follows the development and performance of the</p>	<p>I1. Establish a dedicated unit for Monitoring</p>	<p>R1. Foster the teaching and learning</p>	<p>IQAU</p>	<p>Annual</p>

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<p>updated to national, and international standards</p> <p>Description: Promoting innovative teaching and learning approaches in line with EU standards will guarantee the ongoing improvement of instruction.</p>	<p>staff, together with the need for training.</p> <p>A2. Identify training needs based on the request of the staff.</p> <p>A3. Trainings are going to be held by professionals in the field, and well-known experts based on the training needs.</p>	<p>the performance with a dedicated annual working plan</p> <p>I2. Training needs forms</p> <p>I3. Annual Calendar of Training</p>	<p>methodologies for the staff.</p> <p>R2. Periodical training</p> <p>R3. Implementing the new teaching methodologies</p>	<p>Monitoring of Performance Unit HR</p>	
<p>O3. Employability of the staff in the alignment of research and teaching with institution and industry demands.</p> <p>Description: The brain gain politics requires offering the opportunity of Albanians who graduated abroad, to work and research in Albania, allowing also the so-called brain circulation.</p>	<p>A1. Increase the number of academic staff based on the politics of brain gain</p> <p>A2. Division of the academic staff in teaching or research</p> <p>A3. Promote research through projects (institutional or outside the institution)</p>	<p>11. Reorganization of the academic structures within the HEI</p> <p>I2. Open calls for research and project activities</p>	<p>R1. The quality of the staff employed in HEI</p> <p>R2. Increased number of research activities and initiatives in HEI</p>	<p>IQAU Basic Units HR Project Office</p>	<p>Annual</p>
<p>O4. Enhancing the employability of the students by linking teaching and research with employer's needs.</p>	<p>A1. Preparing a form to be completed by the industry, to identify the needs from the preparation of students' perspective.</p>	<p>I1. Drafting the questionnaire</p> <p>I2. Updated list of partners</p>	<p>R1. Increase the number and quality of collaborations</p>	<p>IQAU Career Planning and Alumni Office</p>	

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<p>Description: Students have benefited from the industry partnership in terms of internships and jobs. The Career Planning and Alumni Office establishes connections between students and the business world and plans various events in cooperation with employers. This goal also aims to connect student research and instruction with the demands of the regional economy.</p>	<p>A2. Identify potential partners for future collaborations.</p> <p>A3. Annual report on the results and new partnerships</p>	<p>I3. Annual report</p>	<p>R2. Improve students' performance during internships and work</p> <p>R3. Monitor the situation year after year</p>		
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AREA: ASSESSMENT OF ADMINISTRATIVE UNITS AND IMPROVING QUALITY AND EFFICIENCY					
Objectives	Activity	Instrument	Expected results	Responsible unit/person	Implementation period
<p>O1. Assessing administrative units for training needs and recommending activities based on the performance indicators as well</p> <p>Description: Annual Internal Audits are carried out within the university. The audit reports show how the institution's management is becoming more efficient and better at managing the organization. The audit will go on offering insights for the management procedures to be further improved.</p>	<p>A1. Drafting performance indicators for the administrative units</p> <p>A2. Establish the Internal Audit Unit</p> <p>A3. Drafting a form to be completed to identify training needs</p> <p>A4. Upon the results, a report is made to specify the findings and as well to make recommendations</p>	<p>I1. Performance Indicator Document</p> <p>I2. Description of the Internal Audit Competencies</p> <p>I3. A dedicated questionnaire on the training needs</p> <p>I4. The annual report with findings and recommendations</p>	<p>R1. Full operative internal audit unit</p> <p>R2. Performance measurement based on quality indicators</p> <p>R3. Training working plan</p>	<p>IQAU Internal Audit Unit Institutional Administrator</p>	<p>Annual</p>

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AREA: PERFORMANCE AND MONITORING INDICATORS					
Objectives	Activity	Instrument	Expected results	Responsible unit/person	Implementation period
<p>O1. Support faculty excellence and professional development through mentoring, training, and recognition programs.</p> <p>Description: This objective is going to be measured through the monitoring indicators related to faculty satisfaction surveys regarding professional development opportunities and support services, participation rates in faculty development workshops, seminars, and conferences and institutional/ faculty awards, honours, and recognition for teaching,</p>	<p>A1. Drafting the Monitoring Indicators Document</p> <p>A2. Drafting the surveys regarding professional development, opportunities and support services/</p> <p>A3. The results are going to be presented in the form of an annual report</p>	<p>I1. Monitoring Indicators Document</p> <p>I2. Working plan for the academic year</p> <p>I3. The annual report</p>	<p>R1. Ensure Excellence and developing</p> <p>R2. An annual tradition for awards</p>	<p>IQAU Monitoring of Performance Unit HR</p>	<p>Annual</p>

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research, and service achievements					
<p>O2. Strengthen partnerships with stakeholders, including students, alumni, employers, and community members, to enhance engagement and satisfaction.</p> <p>Description: The monitoring indicators here serve to enhance stakeholder engagement and satisfaction, through surveys and focus groups to assess stakeholder satisfaction and engagement levels and feedback mechanisms, such as suggestion boxes or online forums, for stakeholders to provide input and suggestions</p>	<p>A1. Drafting the Monitoring Indicators Document</p> <p>A2. Drafting the surveys regarding the assessment of stakeholders and feedback mechanisms</p> <p>A3. The results are going to be presented in the form of an annual report</p>	<p>I1. Monitoring Indicators Document</p> <p>I2. Working plan for the academic year</p> <p>I3. The annual report</p>	<p>R1. Enhance stakeholders' engagement</p> <p>R2. Periodical monitoring and results reported to the decision-making entities</p>	<p>IQAU Career Planning and Alumni Office</p>	<p>Once in 2-3-5-6 years, depending on the study program</p>

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AREA: COMMUNICATION, REPORTING AND AWARENESS TOWARDS QUALITY ASSURANCE					
Objectives	Activity	Instrument	Expected results	Responsible unit/person	Implementation period
<p>O1. Improve communication channels to ensure timely dissemination of information related to quality assurance initiatives.</p> <p>Description: Implement regular newsletters, emails, or intranet updates to inform about quality assurance activities and outcomes. Establish feedback mechanisms, such as suggestion boxes or online forums, for stakeholders to provide input and suggestions.</p>	<p>A1. Periodical communication and dissemination of information through a dedicated page of IQAU</p> <p>A2. Drafting a dissemination and communication annual plan</p> <p>A3. Frequency of communication updates distributed to all units</p>	<p>I1. IQAU web page at wbu.edu.al</p> <p>I2. Dissemination and communication annual plan</p>	<p>R1. Enhance communication channels</p> <p>R2. Improvement of communication and dissemination of information</p>	<p>IQAU IT office Communication Department</p>	<p>Annual</p>

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<p>O2. Raise awareness and enhance understanding of quality assurance principles, practices, and objectives.</p> <p>Description: Offer training sessions, workshops, or seminars on quality assurance concepts, methodologies, and best practices. Develop educational materials, such as guides, handbooks, or online resources, to provide information about quality assurance initiatives for students and staff.</p>	<p>A1. Organize an annual plan of activities to help understand quality assurance principles, practices, and objectives. The activities may include training sessions, workshops, or seminars on quality assurance concepts, methodologies, and best practices.</p>	<p>I1. List of proposed activities</p> <p>I2. Educational materials</p>	<p>R1. Increase awareness and understanding of quality assurance for both students and staff</p>	<p>IQAU Basic Units Dean of Students Council of Students</p>	<p>Annual</p>
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2.6 Financial Sustainability Plan

The Standards and Guidelines for Quality Assurance in higher education aim to ensure a high-quality standard of teaching, learning, and research. A financial sustainability plan is recommended, therefore, for a sound financial sustainability plan for the effective implementation and long-term maintenance of this high-quality standard. This strategic plan will cover budgeting, resource allocation, and funding needed to provide support for quality assurance activities.

Resource Assessment and Needs Analysis

To effectively implement and sustain quality assurance standards, a comprehensive analysis of the necessary financial resources is essential. This includes creating a detailed list of all initiatives related to quality assurance and their associated costs. Developing a specific budget is critical, incorporating expenses such as training, system upgrades, and ongoing evaluations, with an annual allocation for quality assurance represented as a percentage of the total budget. To ensure the robustness of funding, identifying, and securing diverse sources is vital, including government grants, and private partnerships aiming for an increase in support from non-traditional sources. Emphasizing cost-effectiveness and adopting efficient measures and technologies will help minimize expenses without sacrificing standards, aiming for a reduction in costs while maintaining or improving quality metrics. It's crucial to include quality assurance funding needs in long-term financial planning for sustained support, ensuring its integration into the 7-year Strategic Plan of WBU. In this plan, WBU has prioritized 10 strategic areas, including financial sustainability. By establishing a regular monitoring and evaluation system for financial sustainability that allows timely adjustments, we aim to adapt to the evolving needs of high-standard education. Furthermore, engaging stakeholders in the financial planning process will enhance transparency and support for strategies, where stakeholder satisfaction is a key performance indicator. Given the issue of accessing direct references, detailed guidance, and examples specific to the European Higher Education Area and the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) 2015 guidelines, and reports from institutions that have successfully implemented these standards would be beneficial. Engaging with experts in educational quality assurance and financial planning may also provide valuable insights and practices tailored to the unique needs of your institution.

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Finally, maintaining financial transparency in reporting on quality assurance expenditures and outcomes is essential for reinforcing the institution's commitment to quality and accountability, with regular publication of detailed reports on funding and outcomes.

The table below represents a strategic framework to ensure the financial sustainability of quality assurance standards implementation within the European Higher Education Area, focusing on measurable outcomes and continuous improvement. This plan will include actions, responsible entities, timelines, and Key Performance Indicators (KPIs).

Area of Focus	Action	Responsible Unit	Timeline	KPIs
Resource Assessment and Needs Analysis	Conducting an in-depth analysis to determine the resources required for implementing ESG 2015 standards.	Quality Assurance Unit	Annual report	Based on the project budget allocation.
Budgeting for Quality Assurance	Allocation of a specific portion of the annual budget towards quality assurance measures.	Finance Department	Apr 2024	Allocate 5% of the annual budget to quality assurance activities.
Diversifying Funding Sources	Explore external funding possibilities, including grants and partnerships to support quality initiatives.	International Relations Office and Project Office	Ongoing	Based on the project budget allocation. University strategies for QA development elaborated and adopted.
Cost-Effectiveness and Efficiency	Implementation of digital tools for more efficient quality assurance processes.	IT Department	Ongoing	Achieve a 30% reduction in operational costs related to quality assurance by 2025.
Sustainability and Long-term Planning	Integration of the quality assurance funding into the WBU long-term strategic planning.	WBU Strategic Plan	2023-2030	Quality assurance initiatives are fully incorporated into the 7-year strategic plan.

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Monitoring and Evaluation	Establish a bi-annual review system to assess the effectiveness of quality assurance spending and adjustments needed.	Quality Assurance Unit	Bi-annually	Publish bi-annual effectiveness reports, aiming for continuous improvement indicators. Reports will be published on the WBU official website
Stakeholder Engagement	Conduct regular meetings and surveys with students, faculty members, and staff to gather input on quality assurance policies and practices.	Public Relations, Communication Unit, and Quality Assurance Unit	Ongoing	Maintain a stakeholder engagement rate of a minimum of 70% with positive feedback on quality initiatives.
Reporting and Transparency	Provide annual reports on quality assurance activities, expenditures, and outcomes to the university community.	All academic and administrative units	Annually	Presentation of annual reports on the achievement and action plans for the consecutive year. Reports will be published on the WBU official website

This plan illustrates how Western Balkans University will systematically approach financial sustainability in the context of quality assurance standards. By setting clear actions, responsibilities, timelines, and measurable outcomes, the university aims to ensure the continuous improvement of its educational quality, aligning with internal goals and expectations. This plan aims to ensure financial support after the period of project implementation.

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3. Luarasi University

"Luarasi" University is a non-public institution of higher education that offers public services in the field of higher education and scientific research in the Republic of Albania, operating based on Law No. 80/2015, dated 17.09.2015 "On Higher Education and Scientific Research in Institutions of Higher Education in the Republic of Albania", the Statute, Regulations of the institution, other applicable laws and sub-laws in force, as well as decisions of the governing and collegiate bodies of the institution.

"Luarasi" University is licensed by Decision of the Council of Ministers No. 611, dated 11.09.2003 "On granting permission for the opening of the non-public higher education institution, "Luarasi." Based on this act, the institution commenced its teaching activities in the academic year 2003-2004, initially with the Faculty of Law, and later expanded its academic offerings with the faculties of Economics, Information Technology and Innovation, and Medical Sciences. The higher education institution "Luarasi" has been accredited for the first time by Order No. 71, dated 18.02.2008, of the Minister of Education and Science.

During all these years the "Luarasi" University has continuously created and consolidated its reputation, aiming to raise quality standards in teaching and scientific research in the respective fields where it operates. The study programs at "Luarasi" University, both in the undergraduate ("Bachelor") and graduate ("Integrated Program", "Professional Master", and "Master of Science") levels offered by the Faculty of Law, Faculty of Economics, Faculty of Information Technology and Innovation, and Faculty of Medical Sciences, are contemporary in content and align with the current dynamics and demands of the job market.

"The study programs currently offered by "Luarasi" University are closely aligned with the needs of the job market and the economic development prospects of the country. Graduates of these study programs are qualified specialists who can contribute to the economic development and democratization of the country.

"Luarasi" University, established to serve the dissemination of knowledge and societal well-being, aims to remain one of the most renowned and sought-after universities in Albania. It upholds its values in providing quality education, conducting scientific research, and fostering professional integrity and social dignity.

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The institution aims to become a leading university in sustainable knowledge development in Albania and the region, focusing on elite professional training with high ethical standards.

3.1 Vision, Mission, and Core Values of Luarasi University

Luarasi University envisions becoming a model university of excellence and a leader in sustainable knowledge development in Albania and the region. It aims to transform into a hub for cultivating the best values in professional elite formation.

The mission of Luarasi University is to create and develop sustainable knowledge through quality teaching and learning, integration with practice, promotion of courage, and scientific research for the formation of elite professionals with high ethical standards. This mission supports the university's goal to produce graduates who are competitive in the job market.

The vision of "Luarasi" University is encapsulated in the commitment to establish a serious institution that produces skilled professionals capable of meeting the demands of the job market, aiming to be a leader in knowledge development in Albanian society. Quality service and education are provided to students in all four faculties and both study cycles, reflecting the dedication to quality service from the academic staff, continuous achievements, and results of scientific research, as well as the efforts of the academic staff to utilize the best achievements of science in their respective fields of study.

The strategy of "Luarasi" University is in line with the main trends of higher education development in Albania, the trends of higher education development in Europe, and worldwide. The aim of achieving strategic objectives is to improve the quality and modern teaching methods by the academic staff and to increase the level of knowledge, understanding, and the level of learning by students in acquiring knowledge at a qualitative level. The development strategy of "Luarasi" University, and the long-term objectives of the institution, also focus on increasing research and scientific activities and focusing on new directions of research as a need arising from developments or demands within the country. In fulfilling this strategy, "Luarasi" University aims to occupy a deserved place within the Albanian Higher Education space, guided by contemporary trends in developments in the European Higher Education Area.

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Core Values:

- **Excellence in Education and Research:** Luarasi University commits to high standards in teaching and research, fostering an environment where merit is achieved through dedication and ethical academic conduct.
- **Student-Centered Learning:** The university emphasizes a student-centred educational approach, promoting active participation and adapting the curriculum to meet students' needs.
- **Community Engagement:** Luarasi University values its role in the broader society, aiming to contribute positively to the quality of life and democratic standards in Albania.
- **Innovation and Future Preparedness:** Embracing change and new ideas, the university prepares students and faculty to meet contemporary challenges with innovative solutions.
- **Integrity and Accountability:** The university upholds principles of honesty and responsibility, ensuring transparency in its actions and decisions.
- **Leadership and Empowerment:** By fostering leadership qualities, Luarasi University aims to empower individuals within and outside the institution to make a positive impact.
- **Collaboration and Partnership:** Recognizing the strength of diversity, the university seeks to build strong alliances with local and international partners to enhance its educational and research initiatives.
- **Internationalization of "Luarasi" University:** through establishing links and building bridges of national, regional, and international cooperation.

3.2 Presentation of the Quality Assurance Unit of Luarasi University

Quality assurance at Luarasi University is central to its mission of providing high-quality education and research, aimed at preparing students for the international labour market and contributing to society's sustainable development. The university's quality assurance processes are designed to ensure continuous improvement and excellence in all aspects of its operations.

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Regulatory Framework and Standards:

- **National Legislation:** Adherence to Law No. 80/2015 on higher education and scientific research in higher education institutions in the Republic of Albania, particularly Articles 46, 103, 104, and 106, which set the legal basis for quality assurance in education.
- **Quality Code in Higher Education:** Compliance with the Quality Code approved by the Council of Ministers Decision No. 824, dated 24.12.2021, ensuring standards are met across all academic and administrative areas.
- **European Standards and Guidelines for Quality Assurance in Higher Education:** Following the European benchmarks to maintain compatibility with international quality assurance practices.
- **University Statute and Regulations:** Adherence to Luarasi University's statute and basic regulations, which incorporate specific quality assurance measures and processes tailored to the institution's context.
- **Internal Quality Assurance Guidelines:** Utilization of the Agency for Quality Assurance in Higher Education (ASCAL) manual for the internal quality system, guiding the university's approach to maintaining and improving quality.

Structure of the Internal Quality Assurance Unit (IQAU)

- The IQAU at Luarasi University comprises members from various academic departments, student council representatives, and external experts, ensuring a comprehensive approach to quality assurance.
- The Head and Members of the IQAU are approved by the Academic Senate upon the recommendation of the rector, demonstrating the unit's integral role in the university governance structure.
- Regular meetings are held to assess, discuss, and plan for quality assurance activities, ensuring ongoing monitoring and improvement.

Luarasi University's commitment to quality assurance is reflected in its structured approach to evaluating and enhancing education, research, human resources, finance, infrastructure, public relations, international relations, and social and cultural activities. By following a robust regulatory framework and establishing a dedicated IQAU, Luarasi University institutionalizes a culture of quality that aligns with national and European standards.

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Self-assessment and Internal Quality Assurance are at the forefront of all educational and scientific activities at "Luarasi" University. "Luarasi" University aims to implement and manage quality in education from a modern perspective and culture, considering that all its activities are based on achieving and fulfilling national and international standards of higher education as well as best practices, especially regarding trends in European Higher Education Area and the Bologna Agreement.

In ensuring and continuously enhancing quality within "Luarasi" University, all interested parties are involved: University leadership, academic staff, students, and administrative staff. Self-assessment and Internal Quality Assurance primarily focus on academic issues, improving the quality of teaching and learning, and are closely linked to meeting student demands. Quality management aims at the effective development, implementation, and monitoring of policies, procedures, and initiatives that not only ensure quality assurance but also continuous improvement. "Luarasi" University encourages and promotes a culture where every faculty, department, academic staff, and student sees quality improvement as both personal and collective responsibility.

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"The Internal Quality Assurance Unit Manual" contains and describes all aspects related to self-assessment and internal quality assurance, as well as quality management aspects within the faculties of "Luarasi" University.

The IQAU is a responsible structure for the periodic assessment of the results of teaching and research-scientific activities, which directly reports to the rector. The unit enjoys autonomy and has access to institutional data. The IQAU consists of 11 (eleven) members, of which 4 (four) are full-time academic staff, one from each main unit, 1 (one) representative from the curriculum office, 2 (two) external experts, and 4 (four) students from each main unit selected by the institution's Student Council.

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Composition of IQAU for the academic year 2023-2024

No.	Name, Surname	Function
1	Agim Alia	Head
2	Enrik Sejdinaj	Member (academic staff)
3	Blerina Shkurti	Member (academic staff)
4	Adriana Gjonaj	Member (academic staff)
5	Josif Risto	Member (academic staff)
6	Vilma Spahiu	Member (curriculum office)
7	Vilma Tomço	Member (external expert)
8	Sara Jahaj	Member (Student Representative)
9	Loela Genci	Member (Student Representative)
10	Elvian Sokoli	Member (Student Representative)
11	Orges Bardhi	Member (Student Representative)

3.3 Luarasi University Strategy for Quality Assurance

International Standards and Accreditation

- Pursue international accreditations to benchmark Luarasi University's academic programs against global standards, enhancing the university's international reputation.
- Obtain national accreditation to solidify the university's standing within the Albanian higher education system and ensure compliance with local educational standards.

International Recognition and Competitiveness

- Aim for inclusion in prestigious international university rankings to attract quality students and faculty, thereby elevating Luarasi University's profile in the global academic community.
- Provide opportunities for graduates, especially from regulated programs, to take licensing exams recognized internationally, facilitating their entry into the global labour market.

Excellence in Teaching, Research, and Transfer

- Implement modern quality management systems to foster excellence in teaching and research, ensuring that these areas meet international standards of quality and innovation.

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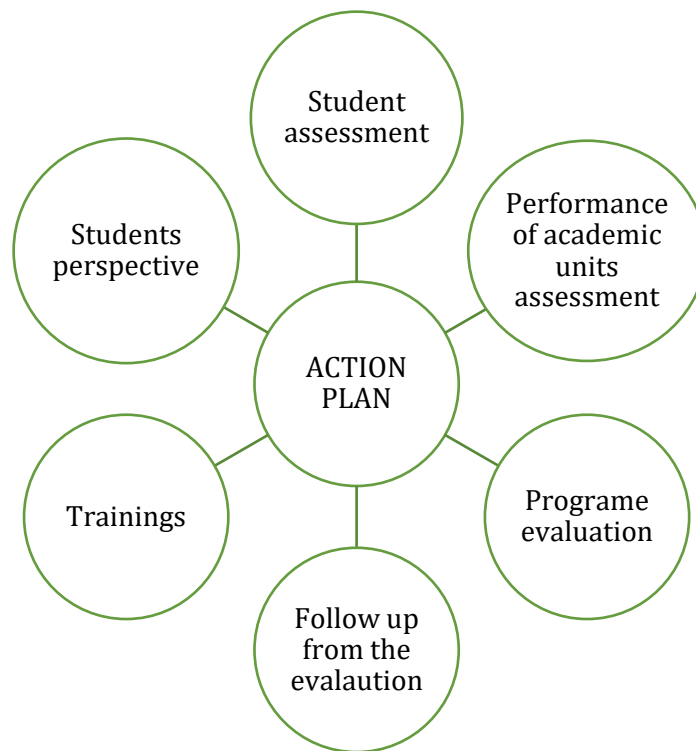
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- Utilize benchmarking data to inform decision-making processes, enhancing the university's management and governance capabilities.

By focusing on these strategic areas, Luarasi University can enhance its quality assurance mechanisms, align with international standards, and improve its global competitiveness. This approach will ensure that the university remains attractive to both domestic and international students and faculty and that its graduates are well-prepared for the international job market.

3.4 Action Sustainability plan

The Action and Sustainability Plan is structured around six key areas as follows:



The Action and Sustainability Plan at Luarasi University will focus on the following areas, detailing the activities to be implemented and their respective timelines:

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a) Quality Assurance and Enhancement

- Implement a comprehensive quality assurance system to monitor and improve academic standards.
- Ongoing evaluations and annual reviews.

b) Curriculum Development and Innovation

- Revise and update curricula to incorporate new scientific discoveries and industry trends.
- Curriculum reviews every two years

c) Faculty Development and Training

- Conduct training programs for faculty to enhance teaching methodologies and research capabilities.
- Bi-annual training sessions starting from Q3 2024.

d) Student Engagement and Support

- Develop comprehensive student support services and engagement programs.
- Ongoing assessment and improvement.

e) Infrastructure and Technological Advancement

- Upgrade campus facilities and technology to support advanced learning and research.
- Ongoing expansion with continuous updates.

f) International Collaboration and Networking

- Establish and expand international partnerships for research, exchange, and cultural enrichment.
- Ongoing expansion.

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3.5 Objectives, Activities, and Instruments

AREA: STUDENT ASSESSMENT					
Objectives	Activity	Instrument	Expected results	Responsible unit/person	Implementation period
<p>O1. Evaluation of the courses</p> <p>Description: The course evaluation shall address the content and conditions of the course. Students have the right to make their views anonymously and individual students' views must not be identified. All academic staff and students should be able to take part in the construction of the course evaluations.</p>	<p>A1. Drafting dedicated questionnaires for the evaluation of the courses</p> <p>A2. Once the academic year this form is completed by the students.</p> <p>A3. Upon the results, a full report with the findings is published.</p> <p>A4. Upon the findings, the recommendations</p>	<p>I1. Course evaluation form</p> <p>I2. Annual Report</p>	<p>R1. Obtaining full and concrete data from the students</p>	<p>IQAU</p>	<p>Annual</p>
<p>O2. Evaluation of the programs</p> <p>Description: Upon the graduation of the students, the program must be evaluated based on the degree objectives and the legislation in force. Everyone should be involved, including academic staff, students, and academic</p>	<p>A1. Drafting dedicated questionnaires for the evaluation of the program by the graduate students.</p> <p>A2. Upon the results, a full report with the findings is published.</p>	<p>I1. Program evaluation form by graduated students.</p> <p>I2. Report</p>	<p>R1. Obtaining full and concrete data and suggestions from students will help improve the program.</p>	<p>IQAU</p> <p>Dean of Students ALUMNI Office</p>	<p>Periodically, for graduate students: Once in 3 years</p>

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<p>advisors, allowing making their views known. Everyone involved has the right to participate in planning, implementation, and follow-up. Students' views remain anonymous. Program evaluation shall be carried out with the help of external reviewers.</p>	<p>A3. Upon the findings, the recommendations</p>				
<p>O3. Evaluation of the institution by the students</p> <p>Description: All students should be able to take part in the evaluation of academic, administrative and research capacities of the institution.</p>	<p>A1. Drafting dedicated questionnaires for students to evaluate the institution.</p> <p>A2. Upon the results, a full report with the findings is published.</p> <p>A3. Upon the findings, the recommendations</p>	<p>I1. Institutional evaluation form by students</p>	<p>R1. Obtaining full and concrete data and suggestions from students will help improve the institution and its services.</p>	<p>IQAU</p>	<p>Annual</p>

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AREA: PERFORMANCE OF ACADEMIC UNIT ASSESSMENT					
Objectives	Activity	Instrument	Expected results	Responsible unit/person	Implementation period
<p>O1. Assessing teaching, learning, research performance, and activities related to academic staff in the department.</p> <p>Description: The assessment consists of the assessment of teaching and learning performance, the impact of internationalization on teaching, learning and research at department, faculty and university levels and the research outputs and involvement in national and international funds.</p>	<p>A1. Drafting the self-evaluation report, as an instrument of data collection of the unit.</p> <p>A2. Meetings and trainings with all the members of the units on the presentation and compilation of the report.</p> <p>A3. Confirming the evaluation by the heads of units.</p>	<p>I1. Self-evaluation report</p> <p>I2. Approved Statistical Reports to be used for analysis</p>	<p>R1. Implementation of a data collection system that makes collecting, managing, and analyzing data easier.</p> <p>R2. Inputting the data of each department in the system on an academic-year basis.</p>	<p>IQAU Head of Department Head of Units</p>	<p>Annual</p>
<p>O2. Improving teaching and learning methodologies, to be updated to national, and international standards</p> <p>Description: Promoting innovative teaching and learning approaches in line with EU standards will</p>	<p>A1. Proposing a unit that follows the development and performance of the staff, together with the need for training.</p>	<p>I1. Establish a dedicated unit for monitoring the performance with a dedicated annual working plan.</p> <p>I2. Training needs forms</p>	<p>R1. Foster the teaching and learning methodologies for the staff.</p> <p>R2. Periodical training</p>	<p>IQAU Monitoring of Performance Unit HR</p>	<p>Annual</p>

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<p>guarantee the ongoing improvement of instruction.</p>	<p>A2. Identify training needs based on the request of the staff.</p> <p>A3. Trainings are going to be held by professionals in the field, and well-known experts based on the training needs.</p>	<p>I3. Annual Calendar of training</p>	<p>R3. Implementing the new teaching methodologies</p>		
<p>O3. Employability of the staff in the alignment of research and teaching with institution and industry demands. Description: The brain gain politics requires offering the opportunity for Albanians who graduated abroad, to work and research in Albania, also allowing the so-called brain circulation.</p>	<p>A1. Increase the number of academic staff based on the politics of brain gain.</p> <p>A2. Division of the academic staff in teaching or research</p> <p>A3. Promote research through projects (institutional or outside the institution)</p>	<p>I1. Reorganization of the academic structures within the HEI</p> <p>I2. Open calls for research and project activities</p>	<p>R1. The quality of the staff employed in HEI.</p> <p>R2. Increased number of research activities and initiatives in HEI</p>	<p>IQAU Department Units HR Office Project Office</p>	<p>Annual</p>
<p>O4. Enhancing the employability of the students by linking teaching and research with employer's needs. Description: Students have benefited from the industry partnership in terms of internships and jobs. The Career Planning and</p>	<p>A1. Preparing a form to be completed by the industry, to identify the needs from the preparation of student's perspective.</p>	<p>I1. Drafting the questionnaire</p> <p>I2. Updated list of partners</p> <p>I3. Annual report</p>	<p>R1. Increase the number and quality of collaborations</p> <p>R2. Improve students' performance during internships and work.</p>	<p>IQAU Career Development Office Alumni Office</p>	

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<p>Alumni Office establishes connections between students and the business world and plans various events in cooperation with employers. This goal also aims to connect student research and instruction with the demands of the regional economy.</p>	<p>A2. Identify potential partners for future collaborations.</p> <p>A3. Annual report on the results and new partnerships</p>		<p>R3. Monitor the situation year after year</p>		
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AREA: PERFORMANCE AND MONITORING INDICATORS					
Objectives	Activity	Instrument	Expected results	Responsible unit/person	Implementation period
<p>O1. Support faculty excellence and professional development through mentoring, training, and recognition programs.</p> <p>Description: This objective is going to be measured through the monitoring indicators related to faculty satisfaction surveys regarding professional development opportunities and support services, participation rates in faculty development workshops, seminars, and conferences and institutional/faculty awards, honours, and recognition for teaching, research, and service achievements</p>	<p>A1. Drafting the Monitoring Indicators Document</p> <p>A2. Drafting the surveys regarding professional development, opportunities, and support services.</p> <p>A3. The results are going to be presented in the form of an annual report</p>	<p>I1. Monitoring Indicators Document</p> <p>I2. Working plan for the academic year</p> <p>I3. The annual report</p>	<p>R1. Ensure Excellence and developing</p> <p>R2. An annual tradition for awards</p>	<p>IQUA Heads of Departments Dean of faculties</p>	<p>Annual</p>
<p>O2. Strengthen partnerships with stakeholders, including students, alumni, employers, and community members, to enhance engagement and satisfaction.</p>	<p>A1. Drafting the Monitoring Indicators Document</p> <p>A2. Drafting the surveys regarding the assessment</p>	<p>I1. Monitoring Indicators Document</p>	<p>R1. Enhance stakeholders' engagement.</p>	<p>IQUA Career Development Office Student (Alumni) Office</p>	<p>Once in 2-3-5-6 years, depending on the study program</p>

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<p>Description: The monitoring indicators here serve to enhance stakeholder engagement and satisfaction, through surveys and focus groups to assess stakeholder satisfaction and engagement levels and feedback mechanisms, such as suggestion boxes or online forums, for stakeholders to provide input and suggestions.</p>	<p>of stakeholders and feedback mechanisms</p> <p>A3. The results are going to be presented in the form of an annual report</p>	<p>I2. Working plan for the academic year</p> <p>I3. The annual report</p>	<p>R2. Periodical monitoring and results reported to the decision-making entities</p>		
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AREA: COMMUNICATION, REPORTING AND AWARENESS TOWARDS QUALITY ASSURANCE					
Objectives	Activity	Instrument	Expected results	Responsible unit/person	Implementation period
<p>O1. Improve communication channels to ensure timely dissemination of information related to quality assurance initiatives.</p> <p>Description: Implement regular newsletters, emails, or intranet updates to inform about quality assurance activities and outcomes. Establish feedback mechanisms, such as suggestion boxes or online forums, for stakeholders to provide input and suggestions.</p>	<p>A1. Periodical communication and dissemination of information through a dedicated page of IQAU</p> <p>A2. Drafting a dissemination and communication annual plan</p> <p>A3. Frequency of communication updates distributed to all units</p>	<p>I1. IQAU rubric at Luarasi University webpage: www.luarasi-univ.edu.al</p> <p>I2. Dissemination and communication annual plan</p>	<p>R1. Enhance communication channels.</p> <p>R2. Improvement in communication and dissemination of information</p>	<p>IQAU IT office Public Relationship Office</p>	<p>Annual</p>
<p>O2. Raise awareness and enhance understanding of quality assurance principles, practices, and objectives.</p> <p>Description: Offer training sessions, workshops, or seminars on</p>	<p>A1. Organize an annual plan of activities to help understand quality assurance principles, practices, and objectives. The activities may include training sessions, workshops, or seminars</p>	<p>I1. List of proposed activities</p> <p>I2. Educational materials</p>	<p>R1. Increase awareness and understanding of quality assurance for both students and staff</p>	<p>IQAU Department Units Dean of Faculty Council of Students</p>	<p>Annual</p>

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<p>quality assurance concepts, methodologies, and best practices. Develop educational materials, such as guides, handbooks, or online resources, to provide information about quality assurance initiatives for students and academic and administrative personnel.</p>	<p>on quality assurance concepts, methodologies, and best practices.</p>				
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3.6 Financial Sustainability Plan

Luarasi University is committed to maintaining the highest standards of quality in education, research, and community service. The adoption of a financial sustainability plan is essential to support the effective implementation and ongoing maintenance of these standards, as outlined by the Standards and Guidelines for Quality Assurance in higher education within the European Higher Education Area.

Resource Assessment and Needs Analysis

To ensure the successful application and sustainability of quality assurance standards, Luarasi University will conduct a thorough analysis of necessary financial resources. This involves creating a comprehensive inventory of all initiatives linked to quality assurance and their associated costs. The development of a specific budget that encompasses expenses such as training, system upgrades, and continuous evaluations is crucial. The budget will include an annual allocation for quality assurance activities, represented as a percentage of the total budget, to ensure sustained funding.

Strategic Financial Planning

Luarasi University will integrate quality assurance funding needs into its long-term financial planning. This integration will be part of the university's strategic 7-year plan, highlighting financial sustainability as one of its top strategic areas. The plan will involve the identification and securing of diverse funding sources, including government grants and private partnerships, aiming to enhance support from non-traditional sources. The adoption of cost-effective measures and efficient technologies will play a crucial role in minimizing expenses while maintaining or enhancing quality standards.

Monitoring and Evaluation

The establishment of a regular monitoring and evaluation system for financial sustainability is crucial. This system will enable Luarasi University to make timely adjustments based on evolving educational needs and feedback from various stakeholders. Regular publication of detailed reports on funding and quality assurance outcomes will ensure transparency and reinforce the institution's commitment to high standards and accountability.

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Stakeholder Engagement

Engagement with internal and external stakeholders will be a continuous process at Luarasi University. By involving students, faculty, staff, and external partners in the financial planning process, the university aims to enhance the transparency of its financial strategies and garner broad support for its initiatives. Stakeholder satisfaction will serve as a key performance indicator, reflecting the effectiveness of the financial sustainability strategies.

This Financial Sustainability Plan sets a clear framework for Luarasi University to uphold and enhance the quality of its educational offerings through strategic financial management and stakeholder collaboration. By establishing clear actions, responsibilities, and timelines, the university underscores its commitment to continuous improvement and alignment with global educational standards.

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4. Polis University

"POLIS University" is a legal entity established by the No. 35386 court decision, dated 04.04.2006 and licensed by the decree No. 698 of the Council of Ministers, dated 11.10.2006. POLIS University has conducted the first institutional accreditation by Order No. 227 of the Minister of Education and Science, dated 22.07.2009, and has acquired the status of "university" by the No. 746 decision of the Council of Ministers, dated 24.10.2012. POLIS University has organizational autonomy and self-governance as a private institution of higher education and complies with the principles and norms outlined in: the Constitution of Albania; the Labor Code; the Higher Education Law nr.80/2015 "On Higher Education and Scientific Research in Higher Education Institutions in the Republic of Albania"; the Law No. 9901, dated 14.04.2008 "On Entrepreneurs and Trading Companies" (as amended); the Law No. 9723, No. 03.05.2007 "On the National Registration Centre" (as amended); the Higher Education Reform Document, as well as other legal acts and by laws in force.

U_POLIS is a national and regional educational platform in the territory of the Western Balkans and the Eastern Mediterranean, aiming to create a new generation of "socially responsible" professionals and scientists. POLIS pays special attention to the involvement of students in education based on scientific research, engaging in community projects, providing concrete services for local government, as well as scientific research, developmental and innovation programs – focused on communities of civil society, entrepreneurship and public authorities.

U_POLIS offers a "focused range of studies" in Art-Design, Architecture, Urban Planning and Environmental Studies, Engineering and Technology, Public and Private Administration, as well as other post-secondary and post-university profiles. At U_POLIS, studies are offered at four levels: i) Professional Education; ii) Bachelor, iii) Professional and Scientific Master; and iv) Executive Master and Doctoral programs, as well as LLL (long-life-learning) training and certificates valid for licensing.

POLIS University is a privately funded institution with strong social responsibility. The founders are a group of prominent Albanian professionals, activists of civil society, and academics who aim to educate a "critical mass" of experts and leaders of private entrepreneurship who will push Albania and the region towards the EU and global trends.

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The university is led by the Rector and the Administrator. Also, part of the leadership is the Deans/Vice Deans of the respective Faculties, the Head of Departments and the Program Coordinators. The university has established “Support units” and “Independent Structures” which ensure the well-functioning and efficient governance of the institution. Moreover, as a result of programs offered in collaboration with foreign partner institutions several Joint Academic Boards are set up, such as the Joint Academic Board with the University of Ferrara, Italy, with IHS/ Erasmus Rotterdam, the Netherlands and with IPAG Business School, Paris, France.

POLIS University has 3 main units: three Faculties (FAD, FUPEM and FRD) the latter focused mainly on research and development activities. Each main unit consists of three base units: two departments and a research centre. POLIS has also established an inter-departmental unit: IF – the Innovation Factory that cuts across all three faculties and focuses on innovation. Lately, POLIS has been strongly supporting multi / inter-university initiatives that constitute a novelty for the Albanian context.

4.1 Vision, Mission and Core Values of UPOLIS

VISION

The vision of POLIS University is to provide excellence in the education of professionals and scientific researchers capable of addressing the needs of the market and society in areas of interest at home and abroad. Having said that, POLIS has the following main objectives:

- a. to provide students with professional leadership qualities in areas covered by it, to exert influence for a positive development of the country and the region;
- b. to provide students with theoretical knowledge and practical skills according to the highest contemporary standards, aiming their integration into the domestic and international labour market;
- c. to carry out the study, research, scientific and practical activities closely related to its respective academic activities and research programs;
- d. to serve innovation in areas where it extends its activity and influence developments in the region regarding these areas.
- e. POLIS aims to become a regional platform and reference point in the Balkans and the Adriatic and Ionian regions.

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MISSION

The MISSION of POLIS University is defined by its act of foundation and is focused on activities of education, science, and applied as well as innovation in its areas of interest.

The fundamental objectives of POLIS University's mission are to create, develop, transmit, and protect knowledge through teaching, scientific and applied research as well as innovation;

- a. to educate top specialists and prepare young scientists in the fields of design, architecture and engineering, sciences of territory, management, and policy development;
- b. to deliver degrees at the Professional level, Bachelor's, Master and Doctorate in the areas stated above;
- c. to offer the possibility of vocational training and lifelong learning d. to integrate teaching with research;
- d. to contribute through education, scientific and applied research as well as innovation in the economic, social, and cultural development of the country;
- e. to contribute to the internationalization of higher education and science in the country through regional, European, and international cooperation.

4.2 Presentation of the quality assurance unit of UPOLIS

Quality has been the major purpose of U POLIS since its inception and has been viewed as the institution's competitive edge that will set it apart in the field of higher education in the country and region. In this respect, being aware of and attentive to quality has always been a prerequisite of the institution, even before governmental entities such as MAS and ASCAL made it an official requirement. The growth of the institution in terms of the number of students, the number of staff, and the number of basic and main units, as well as the continuous enrichment of the academic offer with programs in all three cycles, has resulted in the Internal Unit of Quality Assurance taking on a larger and more complex workload. On the other hand, the formalization of quality standards by MAS and ASCAL, the presence of external experts in this unit who have brought much-needed expertise in quality issues, continuous confrontation and cooperation with our international partners, as well as the raising of internal capacities of the institution in this regard, have made IQAU a consolidated unit at UPOLIS today, with a clear mandate and full capacity to design, implement, and monitor an effective quality assurance program.

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POLIS's activities are guided by the principle that the educational and administrative processes must be of the highest quality and level. Institutionalization of the Culture of Quality is already pervasive among the faculty and is "injected" gradually into the students. In 2008, by resolution of the Academic Senate, the "Quality and Accreditation Unit" was founded as a structure committed to ensuring quality in all aspects of the university's activity to achieve this objective and guarantee quality in all aspects of the university's operation. The Rectorate of the University reevaluated the name and makeup of the IQAU in February 2012, and by decision of the Rectorate No. 5 dated 20.02.2012, the IQAU was renamed from the Quality and Accreditation Unit to the Internal Quality Assurance Unit (IQAU). This classification is a result of the reconceptualization, reorganization, and expansion of the previous activity in POLIS, within the context of policies designed to achieve its development goals and improve quality.

Composition of IQAU for the academic year 2023-2024

No.	Name, Surname	Function
1	Manjola Hoxha	Head
2	Edmond Agolli	Member (academic staff)
3	Merita Guri	Member (academic staff)
4	Emi Hoxholli	Member (academic staff)
5	Kejt Dhrami	Member (academic staff)
6	Anjeza Dajzmaili	Member (administrative staff)
7	Gjergj Dushniku	Member (ALUMNI Representative)
8	Orgejda Doda	Member (Student Representative)
9	Anila Zeqo	Member (Representative of the Business Community)

The Internal Quality Assurance Unit is conceived as a permanent, independent unit whose primary function, quality assessment, aims to improve, increase quality, and encourage actors who participate in the academic offer to view every aspect through the lens of quality, with the establishment and consolidation of a culture of quality in POLIS. The development of the institution, the expansion of POLIS's academic offerings, and the graduation of the first students provide a significant challenge to the quality of academic programs and learning outcomes. The objectives of IQAU have remained consistent over the years, focusing primarily on the evaluation of performance in the teaching process for both academic staff and other process-related components such as bibliography and study materials, infrastructure, and logistics.

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In this framework, the Quality Assurance Objectives are:

- Refine and improve procedures and mechanisms that assess the role of U_POLIS as an ecosystem actor, including academia, research bodies, students, alumni, the business community and policymakers
- Update and improve the processes of program design, revision and improvement, addressing both teaching and learning components as well as teaching methodologies;
- Consolidate the assessment procedures and mechanisms of research and innovation as well as the interplay among research and learning & teaching, referring to international standards;
- Embed the internationalization component in the processes, procedures and IQA documents
- Initiate and complete a whole external/international review and accreditation process in compliance with the European standards and guidelines for quality assurance (ESG-2015)
- Engagement and involvement of external and international experts and expertise in the Internal Quality Processes of POLIS on a regular/permanent basis
- Consolidating and refining procedures which stimulate the creation of a quality culture embedded in the entire organization and its activities;

4.3 U_POLIS Strategy for Quality Assurance

The strategy is prepared based on the main international quality frameworks such as the European Standards and Guidelines for Quality Assurance in Higher Education (ESG-s 2015), International standards of professional networks in the academic fields of POLIS, the national Higher Education legal acts and the Albanian Quality Code.

Furthermore, the development of the international dimension of POLIS especially in the last 5-6 years through offering joint study programs with international partners, involvement in international accreditation processes (both at program and institutional level) and implementation of several international capacity building projects on quality assurance have provided the institution with a better understanding on quality assurance processes, mechanisms and instruments, which have informed the definition of new priorities for the internal quality assurance system as well as the design of appropriate and adequate policies.

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In line with its objective to become a relevant actor in the region and with its internationalization agenda, the quality policy of POLIS University is designed according to international standards. Therefore, the respective processes and procedures are also based on specific international guidelines for quality assurance of joint programs and transnational and transboundary education.

The fundamental principles for the Quality Assurance Policy at POLIS University are:

- **Accountability and Responsibility:** The members of the University community are collectively responsible for maintaining and enhancing the quality of its academic programs, and for improving the quality of the student learning experience, the research and other activities performed at POLIS.
- **Transparency:** the findings and results of QA processes are communicated to all interested stakeholders and used to strengthen further the culture of transparency and accountability, toward third parties and the general public.
- **Integrated and systemic approach:** quality assurance at POLIS adopts an integrated approach and appropriate processes intended to involve teaching-learning and research, and the relation between them. Institutional/program quality will be judged based on a collection of evidence, and not on any single piece of evidence. Combined with efficient and effective management at the institutional level, the IQA system allows for continuous systemic analysis and integrated developments and progression for all academic activities.
- **Inclusiveness:** quality assurance cannot be assured if all internal stakeholders are not duly informed, aware of and assume responsibility if they are not engaged in quality assurance at all levels of the institution including specific units (IQAU), departments, leadership at all levels, internal staff and students. The involvement of external stakeholders in quality assurance is also imperative to improve the study programs, bring them close to the labour market needs, and build partnerships that ease the student's job placement and career.
- **Internal vs External Quality Assurance;** The internal quality system must be benchmarked against and eventually reviewed to meet the external quality requirements. Harmonizing the two not only for a more effective internal system but also facilitates quality recognition by the authorities and cooperation with fellow institutions.
- **Continuous improvement:** POLIS continuously and cyclically conducts internal quality processes, through which the current situation is analysed, the weaknesses

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are identified and the appropriate measures are proposed, with the involvement of actors at all levels, including students.

- ***QA policy vs academic freedom and integrity:*** The quality policy of the institution should not limit or inhibit the integrity, diversity, innovation and freedom of academic creativity; however, they need to be effective in preventing and condemning any form of academic fraud as well as safeguard against any form of intolerance or discrimination against staff, students or others.

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4.4 Action Sustainability Plan

Objectives	Action to be taken	Implementation Period	Action by	Success indicators
<p>Accountability and Responsibility: The members of the University community are collectively responsible for maintaining and enhancing the quality of its academic programs, and for improving the quality of the student learning experience, of the research and other activities performed at POLIS.</p> <p>Strengthen the links between the quality assurance policy and the cross-institutional implementation of the strategic plan to support their alignment.</p>	<p>Staff Training – academic and administrative for IQAU procedures</p> <p>Additional training and capacity-building activities (study visits and workshops to be organized in the framework of international projects</p> <p>Set up a diagram for IQAU processes and publishing into the Website</p>	<p>Annual</p> <p>Annual</p>	<p>IQAU</p>	<p>Updated QA manual</p> <p>No staff trained</p> <p>Updating the IQAU menu on the POLIS Website with new information</p>
<p>Transparency: the findings and results of QA processes are communicated to all interested stakeholders and used to strengthen further the culture of transparency and accountability, toward third parties and the general public.</p> <p>Provide regular formal opportunities for all categories of stakeholders to engage with quality assurance processes and ensure any informal communication is captured formally so that actions can be considered and the feedback loop closed.</p>	<p>Set up an Advisory Board at the Department level with industry representatives</p> <p>Sanction the organization and role of these Boards in the General Regulation</p> <p>Develop and distribute questionnaires to businesses</p>	<p>June 2024</p> <p>June 2024</p> <p>July 2024</p> <p>July 2024</p>	<p>Department – IQAU - SSSCO</p>	<p>General Regulation amended and published online</p> <p>Advisory Boards approved by the Senate</p> <p>Analytical Report of the survey included in the annual IQAU report and published online</p>

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	Gather, analyze and interpret data and include findings in the IQAU annual report.			
<p>Integrated and systemic approach: quality assurance at POLIS adopts an integrated approach and appropriate processes intended to involve teaching-learning and research, and the relation between them. Institutional/program quality will be judged based on a collection of evidence, and not on any single piece of evidence.</p> <p>Amend course documentation to ensure course specifications formulate explicit learning outcomes with direct reference to educational levels on the European Qualifications Framework and the National Qualifications Framework.</p>	<p>The university shall establish an ad hoc commission at each faculty to conduct a thorough review of the regulation of the study programs paying specific attention to the eventual revision of the intended learning outcomes of the study programs by their respective EQL.</p>	September 2024	Rectorate	<p>Decision of the Rector</p> <p>The decision of the Academic Senate to approve the revised regulations of the study programs</p> <p>Work plan of the ad-hoc commission</p> <p>Weekly progress reports of the commission</p>
<p>Continuous improvement: POLIS continuously and cyclically conducts internal quality processes, through which the current situation is analyzed, the weaknesses are identified and the appropriate measures are proposed, with the involvement of actors at all levels, including students.</p> <p>Formalise an approach to the setting, moderation and marking of assessments, which can actively involve discipline-level</p>	<p>The university shall revise the Didactic Regulation, adding a specific article on the Marking and Moderation policy, to guide academic staff in their marking and moderation procedures.</p> <p>Inform the students of the new marking and moderation policy, by adding this</p>	<p>February 2025</p> <p>March 2025</p>	Head of Department s - Deans + Legal Office	<p>Revised Didactic Regulation accessible online</p> <p>Updating Student Guide with respective information on Marking and moderation policy accessible online</p>

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expertise alongside quality management verification.	information to the Student Guide Publish the amended Didactic Regulation and Student Guide on the university's website	March 2025		
Amend opportunities for continuous professional development for all teaching staff to emphasize distinctions between EQF levels.	POLIS University shall organize a plenary and subsequent parallel training at the department level to discuss the differences in intended outcomes, methodology, and assessment criteria across study programs according to the EQF levels	March-May 2025	HR - Project Office	Staff Training Calendar
Establish a recognized process for the Student Registry Office to formally communicate with academic staff, details of students with disabilities.	The university shall assign a new position Disability advisor or learning support coordinator who can deal with students with disabilities. Responsible units shall revise the current procedures so that they better cater for students with disabilities such as Admission procedure and admission tests, Adjustments and support for	September 2024 September 2024	Legal Office + SSCCO + Registrar	The decision of the Rector for staff appointed as Disability advisors or Learning support Procedures for students with disabilities Survey for students with disabilities

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	<p>exam arrangement, student international mobility, etc</p> <p>Creating a student survey for all new students inquiring about the number of disabled students, with questions including who is shielding, who has an underlying health condition or is classed as vulnerable. All these things could give the university better insight into how many students have certain needs and concerns.</p>	October 2024		
Develop clear stipulations for ongoing monitoring of data to guarantee its reliability and indicate what data is worth collecting according to its usefulness.	The university shall develop a Manual on the types of reports that can be downloaded from the Information Management Platform - PITAGORA	December 2024	IT - Legal Office - Registrar	Manual on Data and reports downloads from PITAGORA system
Amend the student guide to include detailed information that governs the student journey to comprehensively inform students about their academic responsibilities and opportunities.	University shall update the Chapter 4 Rules and Regulations of Student Guide, by including detailed information about academic procedures that students have to follow.	September 2024	Legal Office - IQAU	Updating the Student Guide

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	The purpose of updating the Student Guide is to include information about academic responsibilities, as are mentioned in the General Regulation, Didactic Regulation etc but in a shorter form.			
Further develop and formalize processes for ongoing monitoring activities to ensure feedback can be actioned in a timely, relevant and systematic manner.	<p>Updating the Periodic Program Review Procedure by IQAU. This update should include information on how IQAU communicates results and recommendations collected from self-evaluation and peer review, courses taught in the context of the academic standards, students' feedback, other external stakeholders' feedback etc.</p> <p>Updating of IQAU regulation to include how IQAU communicates results to other units</p>	October 2024	Rectorate + IQAU	<p>Updating format of the Annual Report of IQAU</p> <p>Updating regulation of IQAU</p> <p>Design a diagram for IQAU provides an overview of the process</p>
Embed internal procedures to ensure that programmes and syllabi continue to be set at the correct level and learning outcomes are consistently formulated to	Curricula Revision Communities have been established at the faculty level	Ongoing	Curricula Revision Committees	Curricula Annual Monitoring Report

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<p>support teaching, learning and assessment activities and that they align with the European Qualifications Framework</p>	<p>The annual Program Monitoring and Review (APMR) process has been set up, Curricula Revision Communities should ensure that the relevant process is followed by respective unit/staff</p> <p>Program Modification Process (PMP), Curricula Revision Communities should ensure that the relevant process is followed by respective unit/staff</p>		<p>for each faculty</p>	<p>Syllabi Annual Monitoring Report</p> <p>Programme Modification Request</p>
<p>QA policy vs academic freedom and integrity: The quality policy of the institution should not limit or inhibit the integrity, diversity, innovation and freedom of academic creativity; however, they need to be effective in preventing and condemning any form of academic fraud as well as safeguard against any form of intolerance or discrimination against staff, students or others.</p> <p>The formal approach taken by the institution to actively support non-discriminatory practices, understanding</p>	<p>Continue to ensure equal opportunities to all students and staff via the Gender Equality Plan</p>	<p>Continuous</p>	<p>Rectorate</p>	<p>Updated procedures</p>

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that the emphasis the University places is fairly unique in the cultural context it embodies				
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4.5 Financial Sustainability Plan

The Financial Sustainability Plan (FSP) for Quality Assurance @POLIS University is expected to be a key document for the Quality Assurance Unit to ensure that we can support and deliver our aims and objectives. This document is part of the Institutional Financial Policy and Funding Strategy of POLIS University and is the subject of the update due to these two main institutional financial documents.

The table below represents a strategic framework to ensure the financial sustainability of quality assurance standards implementation focusing on measurable outcomes and continuous improvement.

Area of Focus	Responsible Unit	KPIs
Budgeting for Quality Assurance	Finance Department	Allocate an annual budget for quality assurance activities into the Institutional Financial Budget
Monitoring and Evaluation	Quality Assurance Unit	Minutes; Annual Reports
Reporting and Transparency	All academic and administrative units	Presentation of annual reports on the achievement and action plans for the consecutive year
Internal – External Stakeholder Engagement	Quality Assurance Unit	Engagement of Stakeholders in the QA processes
Institutional Accreditation and accreditation of the programs	Quality Assurance Unit / Faculties / Departments	Self-Evaluation Reports, Evidences
Review of QA procedures and processes	Quality Assurance Unit / Rectorate	Updating the existing procedure and setting up a new one according to the needs

Clear goals, timelines and accountability measures will shape how new resources of revenue are sought within the university for quality purposes. A Financial Sustainability Plan (FSP) for Quality Assurance is to support the strategic plan's other initiatives by providing valuable information about the financial implications of decisions. By so doing, the University will be in a stronger position to make realistic, mission-driven decisions.

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5. International Business College Mitrovica

The International Business College Mitrovica (IBC-M) was established in 2008 by the Dutch NGO SPARK and with donations from the Swedish International Development Cooperation Agency, the Danish Ministry of Foreign Affairs, the Swiss Development Cooperation, DFID, the European Commission and the Netherlands Ministry of Foreign Affairs as well as the Ministry of Education, Science and Technology of Kosovo. It was first managed by SPARK until March 2018 when IBC-M became an independent higher education institution registered as a not-for-profit educational foundation in Kosovo, under the umbrella of the Ministry of Public Administration. From March 2023, and with the ratification of the government decision by the Kosovo Assembly, IBC-M went through a change of its status from a not-for-profit educational foundation to a public college that allows IBC-M to operate as an independent International Business School under the Kosovo Higher Education Law. IBC-M is accredited by both the German Accreditation Agency Evalag (Evaluationsagentur Baden-Württemberg) and the Kosovo Accreditation Agency (KAA).

IBC-M has program and institutional accreditation issued by EVALAG and KAA. IBC-M was created to increase social and economic stability in northern Kosovo through cross-community business education and entrepreneurship development by providing practice-oriented business education for all ethnic groups in the region, building positive community relations and promoting sustainable multi-ethnic collaborations. Furthermore, high-quality and practice-oriented education will increase the employability of young graduates enriched with modern skills relevant to the local labour market.

Inclusiveness of all communities and access to the higher education system is the first step towards full social inclusiveness of all ethnic groups through the establishment and operation of IBC-M for a decade. The operation of IBC-M is considered as a specific need for Kosovo because the current educational system is still based on old teaching methodologies and more than 20 years after the conflict of 1999 in Kosovo the youth integration in the joint education system is very slow. IBC-M has developed and used the Theory to Practice model as an approach to education that is designed to meet the needs of each student. In addition, the inclusive learning environment and lifelong learning are very much aligned with labour market needs and flexible career paths are introduced to IBC-M. By promoting this motto IBC-M aimed to provide a space for learning, enhance the forum for innovation for all ethnic groups in Kosovo, ensure knowledge exchange between researchers (theory) and enterprise

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(practice), continue capacity building and creation of new tools addressing all key-stakeholders relevant for local development and employment. Four main sectors are initially targeted based on the expertise and profile of IBC-M and their relevance to the local economy: environment and agricultural management, marketing and tourism; public administration and social work and applied IT.

5.1 Vision, Mission and Core Values of IBC-M

Mission and Vision of IBC-M

IBC-M College will:

1. follow the path of excellence in teaching and research;
2. provide international education oriented from theory to practice in all educational and research activities;
3. be open to all, based on impartiality and merit, regardless of ethnicity;
4. support economic development by offering study programs that develop professional skills relevant to the labour market;
5. cooperate actively with other institutions of higher education in Kosovo but also in the region and Europe, and the main purpose will be:
 - a. contribute to higher education in the English language;
 - b. promote inter-ethnic understanding;
 - c. develop teaching programs from a broad European and international perspective.

Our values are reflected in our commitment to:

- **Academic excellence** - Academic excellence stands as a cornerstone of the International Business College Mitrovica (IBCM), reflecting its unwavering commitment to fostering an educational environment that not only meets but exceeds the highest international standards. At IBCM, this core value is embodied through a rigorous curriculum, cutting-edge research opportunities, and a faculty renowned for their expertise and dedication to student success. The college's focus on academic excellence ensures that graduates are well-equipped with the knowledge, skills, and critical thinking abilities required to thrive in the global business arena, making a significant contribution to the professional and academic communities they enter.
- **International experience and mobility** – We place a strong emphasis on international experience and mobility as a core value, aiming to prepare students for

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the complexities of the global marketplace. This commitment is realized through a variety of international partnerships, exchange programs, and internships that offer students unparalleled opportunities to gain cross-cultural competencies and international expertise. By prioritizing international mobility, IBCM ensures that its graduates are not only globally aware but also adaptable and equipped to navigate and succeed in diverse international settings, thereby enriching their personal and professional growth.

- **The highest standards of scientific and professional integrity** – The IBCM places the highest standards of scientific and professional integrity at the forefront of its core values, ensuring that all academic endeavours and professional conduct adhere to the most rigorous ethical principles. This commitment is manifested through a transparent, accountable academic environment where honesty, fairness, and respect guide the interactions and work of students, faculty, and staff alike. By embedding these standards into the fabric of its community, IBCM fosters a culture of integrity that prepares students not only for professional success but also for contributing positively to society with honour and dignity.
- **Enterprise cooperation and innovation** - Enterprise cooperation and innovation represent fundamental core values at the International Business College Mitrovica (IBCM), illustrating the institution's commitment to nurturing a dynamic learning environment that bridges academic theory with practical business realities. By actively fostering partnerships with leading enterprises and encouraging entrepreneurial thinking, IBCM ensures that students gain real-world experience and insights, making them adept at navigating the complexities of the global market. This emphasis on innovation and cooperation with the business sector fuels not only the personal growth and employability of graduates but also contributes to the economic development and innovation capacity of the wider community.
- **Enhancing students' career development** - is at the heart of the International Business College Mitrovica's (IBCM) core values, reflecting its deep commitment to preparing students for successful professional futures. Through a combination of personalized career counselling, internship opportunities, and a curriculum designed to develop essential workplace skills, IBCM actively supports each student's journey towards achieving their career aspirations. This focus on career development ensures that graduates leave IBCM not only with a strong academic foundation but also with the practical skills, experience, and professional networks necessary to excel in their chosen fields.

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- **Fostering diversity, equality, inclusivity, and accessibility** - is a cornerstone of the International Business College Mitrovica's (IBCM) core values, demonstrating the institution's commitment to creating a welcoming and supportive educational environment for all. At IBCM, this commitment is reflected in its policies and practices designed to ensure that every student, regardless of background, has equal opportunities to excel academically and professionally. By promoting a culture of inclusivity and respect, IBCM not only enriches the learning experience for its diverse community of students and staff but also prepares graduates to contribute positively to increasingly global and multicultural societies.
- **Maintaining and adopting the most inspiring working environment** - Maintaining and adopting the most inspiring working environment is a fundamental core value at the International Business College Mitrovica (IBCM), emphasizing the institution's dedication to creating a space where creativity, innovation, and collaboration can flourish. This value is realized through the provision of state-of-the-art facilities, supportive administrative policies, and a culture that values the well-being and professional growth of its faculty and staff. By prioritizing an inspiring and conducive working environment, IBCM not only enhances the productivity and satisfaction of its team but also positively impacts the quality of education and support provided to its students, fostering a cycle of continuous improvement and excellence.

5.2 Presentation of the Quality Assurance Unit of IBC-M

At the International Business College Mitrovica (IBC-M) we understand quality management as a central tool in all of our services: teaching and learning as well as administration, training and consulting. The IBC-M is a growing institution. To help us to grow and to offer high-quality services as the IBC-M continues to develop and refine its quality management system.

Thereby, we are committed to provide:

- Clear policies, procedures and responsibilities;
- Carefully planned, monitored and regularly reviewed study programs;
- Transparent assessments, reflecting the knowledge, skills and competencies of our students;
- High motivated, student-oriented lecturers;

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- High-quality facilities and resources;
- Transparent and well-structured information, which allows us to reflect on our institutional performance and our capacities;
- Transparent information, which allows internal and external stakeholders to assess our capacities and our performance.

Thereby we are oriented on the provisions of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). (2015), specifically parts 1 and 2 which refer to internal and external quality assurance. The IBC-M has a central quality assurance office that oversees the quality assurance processes for the entire institution, in cooperation with the IBC-M Academic and Administrative Management, as well as, all other relevant stakeholders.

5.3 IBC-M Strategy for Quality Assurance

The International Business College Mitrovica (IBC-M) adopts a comprehensive strategy for quality assurance that is designed to uphold the highest educational standards and foster continuous improvement. This strategy is deeply embedded in the institution's core processes, from curriculum development to teaching methodologies, and student services to administrative procedures. IBC-M's approach to quality assurance involves regular review and enhancement of academic programs to ensure they meet the evolving needs of students and the labour market. This is achieved through stakeholder engagement, including feedback from students, faculty, employers, and external academic experts. By aligning its educational offerings with international standards, IBC-M aims to equip students with the knowledge, skills, and competencies required for success in their future careers.

Furthermore, IBC-M's quality assurance strategy places a strong emphasis on faculty development and the creation of a supportive learning environment. This includes providing faculty members with opportunities for professional growth, such as participation in workshops, conferences, and further education, to ensure they remain at the forefront of their respective fields. The institution also invests in state-of-the-art facilities and learning resources to enhance the student experience. Monitoring and evaluation play a crucial role in IBC-M's quality assurance framework, with mechanisms in place to systematically assess the effectiveness of teaching and learning processes. Through this holistic approach, IBC-M

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demonstrates its commitment to excellence in higher education, striving to achieve the highest possible standards of academic integrity and performance.

5.4 Action Sustainability plan

The action and sustainability plan are based on five following areas:



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5.5 Objectives, activities, and instruments

AREA: STUDENT ASSESSMENT					
Objectives	Activity	Instrument	Expected results	Responsible unit/person	Implementation period
01. Student feedback	<p>A1. Drafting dedicated questionnaires for the evaluation of the course (done on a semester basis)</p> <p>A2. Focus Group discussion for each round of evaluation.</p> <p>A3. Course Reflection Sessions.</p> <p>A4. Publication of reports on student feedback, and integration of recommendations into IQAS</p>	<p>I1. Evaluation form</p> <p>I2. Reports</p>	R1. Obtaining full and concrete data from the students regarding all the various aspects to be evaluated by students.	IQAU	Annual
02. Performance of Academic Unit Assessment	<p>A1. Drafting dedicated questionnaires for the evaluation of the functioning of the academic unit (faculty) by the students and graduates.</p> <p>A2. Drafting dedicated questionnaires for the</p>	<p>I1. Program evaluation form by students and graduates</p> <p>I2. Program evaluation form by graduated students</p>	R1. Obtaining full and concrete data and suggestions by students, staff and other stakeholders will help improve the program.	<p>IQAU</p> <p>Faculty staff</p> <p>ALUMNI Office</p>	Periodically, for example: Once in 3 years

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	<p>evaluation of the academic unit (faculty) by academic staff</p> <p>A3. Creation of reports for all involved participants of the evaluation.</p> <p>A4. Discussion of results with relevant stakeholders, via focus groups, meetings and other methods as appropriate.</p> <p>A5. Publication of final results and recommendations</p> <p>A6. Integration of recommendations into IQAS.</p>	<p>I3. Reports on relevant evaluations and steps.</p>			
<p>O3. Programme Evaluation</p>	<p>A1. Drafting dedicated questionnaires for students graduates, and staff to evaluate the institution.</p> <p>A2. Comparative analysis with peer programmes (Curriculum and methodology review)</p> <p>A3. Upon the results, a full report with the findings is published.</p>	<p>I1. Institutional evaluation form for students, graduates and</p> <p>I2. Meetings and desk research for comparative study of peer programmes.</p>	<p>R1. Obtaining full and concrete data and suggestions from students, graduates, staff and other providers of similar programs will help improve the institution and its services.</p>	<p>IQAU</p> <p>Faculty staff</p>	<p>Annual</p>

	A4. Upon the findings, the recommendations				
O4. Follow-up from the evaluation	<p>A1. Continuous dissemination of report findings and recommendations</p> <p>A2. Action Planning Workshops</p> <p>A3. Reflection on continuous improvement loop processes</p> <p>A4. Progress Report</p>	<p>I1. Meetings and other dissemination methods to ensure the reach of information to all relevant stakeholders.</p> <p>I2. Action Plan for recommendation integration and implementation</p> <p>I3. Reports</p>	<p>R1. Revision of the IQAS process and procedures to ensure proper reflection of the system to the needs of the institution.</p> <p>R2. Creation of Action plans to go along the strategy for more fit-for-purpose institutional change and adaptation policies and procedures.</p>	<p>IQAU</p> <p>HEI management</p>	
O5. Training	A1. Academic Staff Training – Academic staff should be trained when gaps present themselves via the collected and analyzed data for professional development and addressing QA needs.				

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	<p>A2. Student QA Training – Students shall be trained in institutional and QA participants to empower their core roles at the institution and to properly integrate them into the wider HEI structures.</p> <p>A3. IQAU training – professional training of IQAU staff to ensure proper capacities within the institution in line with concurrent and upcoming methodologies in EU QAS.</p>				
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5.6 Financial Sustainability Plan

At the Public International Business College Mitrovica (IBCM), we are committed to upholding the highest standards of teaching, learning, and research through a robust implementation of quality assurance measures. Recognizing the critical importance of financial stewardship in supporting these standards, we have developed a comprehensive financial sustainability plan. This plan outlines strategic budgeting, resource allocation, and diversified funding initiatives essential for sustaining and enhancing our quality assurance activities over the long term. It is designed to ensure that our commitment to educational excellence is both achievable and continuously improved upon.

Resource Assessment and Needs Analysis

IBCM must undertake a thorough financial resource analysis to sustain quality assurance standards effectively. This includes identifying all quality assurance initiatives and their associated costs. A specific budget should be developed, detailing expenses for training, system upgrades, and continuous evaluations. Annually, a designated percentage of the total budget should be allocated to quality assurance. Diverse funding sources, including government grants and private partnerships, should be secured to enhance financial support. Emphasizing cost-effectiveness through adopting efficient measures and technologies will help reduce expenses without compromising quality.

Strategic Framework for Financial Sustainability

1. Resource Assessment and Needs Analysis

- *Action:* Conduct an in-depth analysis to determine the financial resources required for implementing ESG 2015 standards.
- *Responsible Unit:* Quality Assurance Department
- *Timeline:* Annual (December/January)
- *KPIs:* Project budget allocation.

2. QA Budgeting

- *Action:* Allocate a specific portion of the annual budget to quality assurance measures.
- *Responsible Unit:* Finance Department
- *Timeline:* January each year
- *KPIs:* Allocate at least up to 5% of the annual budget to quality assurance activities.

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3. Identifying Funding Sources

- *Action:* Explore external funding opportunities, including grants and partnerships.
- *Responsible Unit:* International Relations Office and Project Office
- *Timeline:* Ongoing (this is something that is constantly going on)
- *KPIs:* Increased funding/budget for quality assurance.

4. Efficiency and Cost-Effectiveness

- *Action:* Implement digital tools for more efficient quality assurance processes.
- *Responsible Unit:* IT Department in collaboration with the QA Department
- *Timeline:* Ongoing
- *KPIs:* Achieve a 20% reduction in operational costs by 2025.

5. Sustainability and Long-term Planning

- *Action:* Integrate quality assurance funding into IBCM's long-term strategic planning.
- *Responsible Unit:* Strategic Planning Committee & Board Management
- *Timeline:* Incorporated into the 2025-2030 strategic plan
- *KPIs:* Full integration of quality assurance initiatives - regular plans and budget revision.

6. Monitoring and Evaluation

- *Action:* Establish an annual review system to assess spending effectiveness on quality assurance.
- *Responsible Unit:* Quality Assurance Unit
- *Timeline:* Annually
- *KPIs:* Publish annual reports on IBCM's website, aiming for continuous improvement.

7. Stakeholder Engagement

- *Action:* Regularly engage stakeholders through meetings and surveys to gather feedback on quality assurance practices.
- *Responsible Units:* Public Relations, Communication Unit, and Quality Assurance department
- *Timeline:* Ongoing
- *KPIs:* Maintain a minimum engagement rate of 60% with positive feedback.

8. Reporting and Transparency

- *Action:* Provide detailed annual reports on quality assurance activities, expenditures, and outcomes.
- *Responsible Units:* All academic and administrative units



- *Timeline:* Annually
- *KPIs:* Detailed annual reports accessible on the IBCM website.

Conclusion

This strategic financial sustainability plan outlines how IBC-M will systematically approach maintaining and improving the standards of quality assurance within the framework of the European Higher Education Area. By establishing clear actions, responsibilities, timelines, and measurable outcomes, IBCM aims to continuously enhance its educational quality, aligning with internal goals and broader educational standards.

6. University of Isa Boletini Mitrovica

The foundations of higher education studies in Mitrovica were laid with the opening of the Technical High School in 1961. In 1970, within the Technical Faculty, the Departments of Mining, Technology and Metallurgy were opened, initially in Mitrovica, during the school year 1970-1971 to then continuing in Prishtina until the establishment of the Faculty of Mining and Metallurgy in Mitrovica in 1974. The Faculty of Mining and Metallurgy in Mitrovica was established by the Law on the establishment of the Faculty of Mining and Metallurgy by the Assembly of Kosovo on 22nd July 1974. In the year of establishment, studies were organized in the following branches: Mining, Technology and Metallurgy, while in the school year 1980-1981, the Geology Branch was also opened.

The establishment of the Faculty of Mining and Metallurgy was of great importance for all of Kosovo. It was the Mining and Metallurgical Combine "Trepça" that had a great need for engineering staff coming out of the Faculty of Mining and Metallurgy. The graduates from the Faculty of Mining and Metallurgy and the Higher Technical School have taken a well-deserved place in the Kosovo Electric Power Plant and in the entire industry and economy of Kosovo. Based on these faculties and the over 60-year tradition of higher education in Mitrovica, the Government of the Republic of Kosovo, on 6.3.2013, established the Public University of Mitrovica, while the Assembly of Kosovo, on 31st May 2013, ratified the decision. Based on the UIBM Statute, six faculties operate: the Faculty of Geosciences (FGS), the Faculty of Food Technology (FFT), the Faculty of Mechanical and Computer Engineering (FMCE), the Faculty of Law (FL), the Faculty of Economics (FE) and the Faculty of Education (FEdu). Within these faculties, the total number of accredited programs at UIBM is 16 programs within two levels: 11 Bachelor programs and 5 Master programs.

The vision of University "Isa Boletini" in Mitrovica (hereafter UIBM) is to be a leading higher education institution in the region in education and scientific research, in the preparation of competitive staff in fields which are unique to Kosovo and the region, in fulfilling current needs, also projecting future needs for scientific-academic needs, market economy, institutions and diplomacy, focused on sustainable development and social welfare.

The mission of UIBM is to provide quality teaching for the preparation of cadres in fields unique to Kosovo and the region, dedicated to providing scientific research, professional

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counselling and other professional activities that ensure well-being and social advancement.

- The values on which the activity of UIBM is based are:
 - * Mutual responsibility and respect.
 - * Justice and honesty
 - * Integrity and accountability
 - * Diversity and well-being
 - * Creativity and intellectual freedom
 - * Caring for the environment and society.

The University of Mitrovica has an authentic system for quality assurance and evaluation which is based on a sustainable policy. UIBM has officially approved a quality assurance policy which has created a clear vision for the implementation of its mission for the continuous improvement of quality at the university.

Through the implementation of the mission, it aims to ensure the quality level of teaching, learning, study programs, research, and administration of UIBM, through the implementation and continuous improvement of quality and to ensure that the mechanisms and procedures for achieving quality are as functional as possible.

Strengthening the quality assurance system includes the improvement of practices for all actors involved, and continuously developing the quality culture within UIBM. UIBM bases its quality assurance process on the Law on Higher Education in the Republic of Kosovo, its Statute, the Regulation on quality assurance and evaluation and other acts deriving from this regulation, the Strategic Plan for UIBM for the years 2022/2025, Standards and their implementation approved by AKA.

Quality assurance at UIBM is based on principles and values such as:

- a) Responsibility;
- b) Transparency;
- c) Accountability;
- d) Academic integrity;
- e) Continuous improvement;
- f) Comprehensiveness

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6.1 Relevant documents for quality assurance processes at UIBM

- **Regulation for quality assurance at UIBM** - which is the key document on which the quality assurance system is based. It defines internal quality assurance procedures, the scope of internal assessment, assessment mechanisms and instruments, as well as the bodies responsible for quality assurance.
- **Guidelines for quality assurance** - is the document that defines the scope of the quality assurance mechanisms and bodies, the scope of quality measurement instruments, the actors involved in the quality assurance process, the time limits and the way of reporting.
- **The manual for performance assurance at UIBM** - defines the criteria, period, and calculation of evaluation results, as well as the measures that must be taken after the completion of the performance evaluation procedure of the regular academic staff.
- **The package of quality measurement instruments** - is an integral part of the quality assurance framework. Within these documents, there are qualitative and quantitative quality assurance instruments. The information collected from the qualitative and quantitative instruments addresses:
 - Issues of learning materials, student assessment, teaching methodology, such as interaction, mentoring, etc.;
 - Issues related to infrastructure, including classrooms, computer centre, laboratories, heating, IT support, equipment and other services;
 - Issues related to research; the number of publications, the inclusion of the results of publications in the syllabus, the cooperation between professors and students in research
 - Issues related to the management of AU;
 - Also, the connection between theory and practice, learning support, such as the library, additional courses, and student experience with administration, professors, and services in general can be addressed.
- **Package of instruments** for measuring quality from the project "Towards a system oriented towards the quality of training of new teachers in Kosovo" (QATEK), for the Faculty of Education. QATEK aimed to introduce mechanisms and skills in initial teacher education institutions in Kosovo to implement internal quality assurance practices that lead towards enhancement of quality of the graduates that are capable of driving school reform forward. Increasing the quality of teacher education

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graduates in Kosovo has the potential to influence everlasting changes in school practice, which have been acknowledged as necessary in the Kosovo school system.

- **Improvement plans** for quality improvement based on findings and recommendations in the process of implementing program policies.
- **Work plans for fiscal years** - define: objectives, activities, carriers, budget cost, time of realization and expected results.
- **Key performance indicators** - summarize qualitative and quantitative data on all dimensions of UIBM including:
 - *Teaching, *Learning, *Research, *Community service, *Quality assurance,
 - *International cooperation, *Promotion of UIBM, *Human resources,
 - *Finances, *Administration, Infrastructure.

Key performance indicators are prepared for each unit and the University.

- Key performance indicators for the University are:
 - ✓ **Teaching and learning:**
 - The ratio of applicants to the number of students admitted to each study program;
 - Student academic performance;
 - Abandonment of studies;
 - Transfer of students from one University to another;
 - Graduation of students;
 - Our graduates;
 - Teaching;
 - Theory-practice ratio;
 - Number of new programs in the last three years.
 - ✓ **Quality development:**
 - There are mechanisms for quality assurance and development at the university;
 - Quality assurance instruments that are part of the UMIB instrument package.
 - ✓ **Scientific research:**
 - Scientific publication;
 - Scientific conferences;

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- Research projects;
- Citation of scientific publications;
- Collaboration with industry.

- ✓ ***Service to community/society:***
 - Providing training through the Innovation and Entrepreneurship Center within the University “Isa Boletini” in Mitrovica;
 - Membership on boards and committees outside the University;
 - Media activities;
 - Participation in public activities outside the University.

- ✓ ***International Cooperation:***
 - International official activities;
 - General scientific collaborations.

- ✓ ***University environment:***
 - Staff Satisfaction;
 - Student Satisfaction;
 - Graduates' Skills and Qualifications;
 - Library;
 - Laboratories;
 - Technological Equipment;
 - Suitability and quality of facilities.

- ✓ ***Finance and Administration:***
 - Budget.

- ✓ ***Human Resources:***
 - Staff;
 - Technical staff;
 - Student/staff ratio;
 - Promotion;
 - Training;
 - Staff rotation.

- ✓ ***Promotion of UMIB.***

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6.2 Bodies and mechanism for quality assurance processes at UIBM

Central Commission for quality assurance and evaluation – CCQAE

The Central Commission for Quality Assurance and Evaluation is the main body at UIBM that designs and develops quality policies and procedures at the institutional level, as well as promotes the creation of a quality culture. This commission is an advisory body of the Senate of UIBM for issues related to quality. The CCQAE members are approved by the UIBM Senate for a 4-year term. After the end of this mandate, at least 1/3 of the members of the CCQAE are expected to be part of it, to ensure continuity in the Commission's work. CCQAE has the task of reviewing the quality assurance and assessment regulation, reviewing the quality assurance guide, reviewing the package of assessment instruments according to the proposals of the academic units, reviewing the performance indicators document, reviewing the package reports of assessment instruments, to examine the self-assessment reports for institutional and program accreditation, to examine improvement plans from institutional and program reaccreditation about the level of addressing the issues raised by KAA, to draft and review the regulation for the preparation procedures for institutional re/accreditation and study programs at UIBM.

The Central Council for Quality Assurance and Evaluation reports on its work to the Senate. Composition of the central council for quality assurance and evaluation. The CQAEC in its composition ensures comprehensiveness with the following:

- Vice Chancellor for Quality (ex-officio);
- Official from the quality assurance office (ex-officio);
- Up to 6 representatives of the academic staff from different academic units;
- 2 student representatives.

The Quality Assurance Office – QAO

The quality assurance office is an independent office that is responsible for quality improvement through all instruments of the UIBM-approved instrument package, supervises and helps in the continuous improvement of quality control processes through methods-actions, rights and suitability. QAO did the planning, implementation, supervision/control and implementation of actions based on the action plan for implementation of the recommendations.

QAO, based on the regulation for internal organization and systematization of jobs at UIBM according to responsibility, is an independent office and answers to the Rector. The duties and responsibilities of the QAO are clearly defined and include:

- Implements procedures that include evaluation processes and systems;

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- Supervises and helps in the continuous improvement of quality control processes through fair and appropriate methods-actions;
- Reviews the efficiency of the quality system and offers professional support to the CQAEC regarding the evaluation procedures and drafting of different types of questionnaires at UIBM and UIBM Faculties;
- Undertakes actions to assess the quality assurance of study and training programs, in cooperation with the management of the faculty and relevant officials of the faculties, to achieve the objectives and quality control;
- Cooperates with the relevant actors in UIBM and faculties in all phases of action for the implementation of the quality assurance and control system;
- Coordinates and carries out activities related to the institution's self-evaluation;
- It deals with the determination of credit points earned by the participants based on the defined criteria, depending on the institution to which it is applied;
- Prepares the self-assessment report and the necessary documentation for accreditation according to the legislation in force.

Vice-Deans for Quality are responsible for promoting best quality practices and ensuring their implementation at the academic unit level and **Quality Assurance Coordinator** assists in the organization of internal and external evaluation processes, including coordination of self-evaluation reports, organization of external evaluation visits by international experts, analysis and comparison of external evaluation reports by international experts, etc.

6.3 Quality assurance system at UIBM

Internal quality assurance at UIBM foresees the involvement of all actors in taking responsibility for the procedures and results of the quality assurance system: **Governing Council** is responsible for the integration of quality assurance results in policy-making, strategic planning of the institution and monitoring of its implementation; **Senate** is responsible for approving internal quality assurance regulations, as well as ensuring that each study program is subject to regular quality assessment before approval; **Rector** is responsible for providing sufficient resources for the effective operation of quality assurance procedures. The Rector ensures that the quality assurance functions are fully integrated into the daily and regular management of the institution; **Vice-rectors**, through the tasks and responsibilities assigned by the Rector, according to the specific positions they hold, related to ensuring the efficient implementation of the system and its constituent links; **Deans** are responsible for the implementation of the quality assurance system at the operational level

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and for each phase of the implementation of the study program, **Academic personnel** ensures that quality assurance policies are reflected in their every activity concerning students and their independent scientific work, through meetings, working groups, active participation in processes; **Administrative personnel** support every member of the academic community to achieve the institutional objectives and to widely spread the culture of quality.

Internal quality assurance at UIBM includes:

- a) Students;
- b) Academic staff;
- c) Administrative staff;
- d) Management,
- e) UIBM graduates,
- f) External partners.

The internal quality assurance policy is determined by the CQAEC and is implemented by it as well as QAO.

Internal quality assurance is based on:

- a) Planning;
- b) Measurement;
- c) Management;
- d) Realization, and,
- e) Improvement.

The quality assurance cycle at UIBM has 7 steps that include the following:

Step 1: Initiation of the evaluation cycle

Step 2: Data collection

Step 3: Data analysis

Step 4: Generating reports

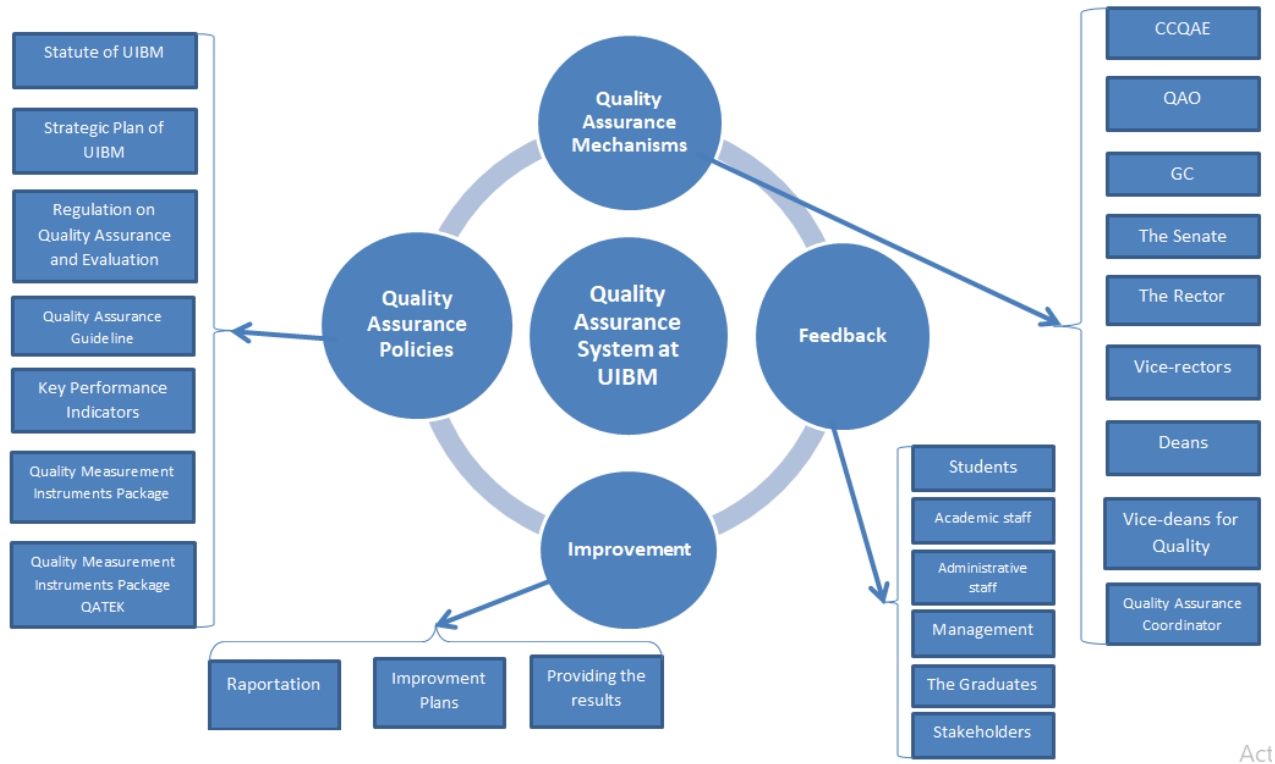
Step 5: Drafting of recommendations

Step 6: Implementation of the recommendations

Step 7: Monitoring the implementation.

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Quality Assurance Cycle at UIBM



6.4 Strategic planning regarding quality assurance at UIBM

Quality assurance is part of UIBM's development vision. To make its realization possible, we are aware that a good regulatory policy is needed that mandates and ensures, among other things, constant attention to the promotion and achievement of quality, the assessment and control of quality, as well as the provision of relevant evidence. For ourselves as well as for the interested parties for the quality levels achieved in our university.

UIBM's concept of quality and its assurance, as a very complex process, is broken down in this strategic objective into activities that include in a collaborative and reflective approach all the actors involved in this process. Putting in focus the further development of policies and documents and the sharing of best practices inside and outside the university that aim to improve them with our current students and graduates as the centre and with the involvement of other actors in this process, aims for UIBM to best fulfil its mission and vision.

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The policy of quality assurance is foreseen in the Strategic Plan of UIBM 2022-2025. Strategic Objective 4: Quality development contains specific objectives for strengthening the quality assurance system; Monitoring, evaluation and continuous improvement of study programs; raising the quality culture; Advancement of internal quality assurance and accreditation and external quality. Within these specific sub-objectives, more than 30 specific activities are planned to be developed, for which the period, responsibilities and all the individuals and units involved in these processes, the indicators and the relevant budget have been specifically defined. The sustainability of the budget allocated for these activities, in the next three years, is a clear indicator of the sustainability of the system.

The activities of the strategic Plan 22-25 are also broken down into the work plans of the academic units and the quality office in the rectors, ensuring the function of the system and the cycle and strengthening the quality culture in all the activities of the academic life at UIBM.

According to the Strategic Plan of UIBM, the strategic objective for quality assurance is **Quality Development**. This strategic objective includes the following specific objectives:

1. Strengthening the quality assurance system at UIBM;
2. Monitoring, evaluation and continuous improvement of the quality culture;
3. Raising the culture of quality at UIBM;
4. Advancement of internal quality assurance;
5. Accreditation and external quality.

6.5 Specific activities within the action and sustainability plan for quality assurance

Specific objective	Activities	Activity holder	Implementation deadline	Expected Results
Implementation, monitoring, evaluation and reporting	<ul style="list-style-type: none"> - Realization dynamics and performance evaluation - Reporting on a monthly, periodic and annual basis 	QAO	Periodically	<ul style="list-style-type: none"> -Reports with data -Improvement processes
Review of the quality assurance regulation	<ul style="list-style-type: none"> - Review of the calendar for application of accreditation and re-accreditation of study programs for academic units. -Organization of work meetings together with the CQAEC - Collection of recommendations - Review and approval in the Governing Council 	Rector CQAEC QAO	2024	-The reviewed Regulation and its implementation
Supplement - Change of quality guide	<ul style="list-style-type: none"> - Creation of the working group - Organization of work meetings - Collection of recommendations - Approval of the guide in CQAEC 	CQAEC QAO	2024	-The reviewed Quality Guidelines and their implementation
Review of the package of quality measurement instruments	<ul style="list-style-type: none"> - Analyzing the suite of quality measurement instruments. - Analysis of recommendations and approval in CQAEC. - Publication of the toolkit for measuring quality on the web. 	AU QAO CQAEC	2024-2025	<ul style="list-style-type: none"> -The reviewed Package and its implementation -Package published on the web
Anti-plagiarism system authored by the university	<ul style="list-style-type: none"> - Using/applying anti-plagiarism software - Information session on the application of the anti-plagiarism system. 	ITO BFO QAO	2024	<ul style="list-style-type: none"> -Anti-plagiarism system in function and use for academic staff and students -Reports from the Anti-plagiarism system

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	-Monitoring the application of the anti-plagiarism system by academic staff and students			
Advancement of the electronic system for quality assessment/ ESQA	<ul style="list-style-type: none"> - Research and identification of deficiencies in the system. - Creation of modules according to the requirements of the QAO. - Information session for academic staff and students about the changes in ESQA 	ITO QAO	2025	<ul style="list-style-type: none"> -Reports for the weakness of the actual system -A new system established -Information sessions realized
Accreditation and reaccreditation of study programs of academic units	<ul style="list-style-type: none"> - The process of completing the documentation for the reaccreditation of the study programs. -Activities in meeting the requirements of KAA related to re-accreditation for the submitted programs of academic units. - The process of submitting complaints to KAA regarding the fulfilment of requirements for program holders. - Processing of self-assessment reports for programs for reaccreditation of academic units. 	AU QAO	2024-2025	<ul style="list-style-type: none"> -SER of programs prepared and sent to KAA -The defence of SER realized -Reports from EE of KAA -Decisions for re/accreditation
Application for new study programs for academic units	<ul style="list-style-type: none"> - Processing of accreditation requests for new programs and mapping of program providers. - Informing the academic units regarding the decision of the KAA to fulfil the initial conditions for accreditation. 	AU QAO	2024-2025	<ul style="list-style-type: none"> -SER of programs prepared and sent to KAA -The defence of SER realized -Reports from EE of KAA -Decisions for re/accreditation

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	- Examination of the requirements of KAA related to the non-fulfilment of the requirements for the program holders.			
Evaluation, and organization of the self-evaluation process by external experts engaged by KAA.	<ul style="list-style-type: none"> - Information for academic units about the self-evaluation process. -Coordination with academic units regarding the organization of the self-evaluation process. -Implementation of the requirements for the self-assessment process by external experts and KAA managers. -Procedure of the draft decision related to the findings of external experts and the deadline for providing comments. Proceeding the decision of the experts and drawing up the plan for the completion of the recommendations by the study programs of the academic units. 	<p>QAO</p> <p>AU</p> <p>QAO</p> <p>AU</p> <p>QAO</p> <p>AU</p> <p>QAO</p>	2024-2025	<ul style="list-style-type: none"> -SER of programs prepared and sent to KAA -The defence of SER realized -Reports from EE of KAA -Decisions for re/accreditation
Drafting of the Manual of procedures for monitoring the Plan of implementation of the recommendations.	<ul style="list-style-type: none"> - Informative session related to the manual for academic units and holders of study programs. - Drafting and implementation of the implementation plan of the recommendations. 	<p>CQAEC</p> <p>QAO</p>	2024	<ul style="list-style-type: none"> -The reports from monitoring processes
Student assessment	<ul style="list-style-type: none"> - Questionnaire with Bachelor students - Questionnaire with Master students - Questionnaire for the evaluation of the study program - Questionnaire for the evaluation of services at UIMB. - Drafting and publication of reports 	<p>QAO</p>	Periodically	<ul style="list-style-type: none"> -Reports with data -Reports published on the web

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Evaluation of academic staff	<ul style="list-style-type: none"> - UIBM services evaluation questionnaire - Questionnaire for evaluating the work of Deans - Staff self-assessment questionnaire - Drafting and publication of reports 	QAO	Periodically	<ul style="list-style-type: none"> -Reports with data -Reports published on the web
Evaluation of Deans	<ul style="list-style-type: none"> Questionnaire for the evaluation of the academic staff by the Dean - Deans' self-assessment questionnaire - Publication of reports 	QAO	Periodically	<ul style="list-style-type: none"> -Reports with data -Reports published on the web
Evaluation of ALUMNI	<ul style="list-style-type: none"> - Questionnaire with ALUMNI students - Publication of reports 	QAO	Periodically	<ul style="list-style-type: none"> -Reports with data -Reports published on the web
Evaluation by external stakeholders	<ul style="list-style-type: none"> - External Stakeholder Evaluation Questionnaire. - Publication of reports 	QAO	Periodically	<ul style="list-style-type: none"> -Reports with data -Reports published on the web
Creation of culture in the field of quality and coordination with relevant factors within UIBM	<ul style="list-style-type: none"> - Regular meetings with quality coordinators in academic units. - Regular meetings with the KQSCV - Regular meetings with management 	CQAEC QAO	2024-2025	<ul style="list-style-type: none"> -Minutes of meetings -Report on what has been done
Raising professional capacities through participation in training in the field of quality assurance	<ul style="list-style-type: none"> - Training with academic staff for ECTS - Training with administrative staff for ECTS - Training with students for ECTS -Participation in training in the field of quality assurance. 	AU QAO PA QAO QAO QAO	2024-2025	<ul style="list-style-type: none"> -List of trainings -Report for improvement achieved
Key performance indicators at UIBM	<ul style="list-style-type: none"> - Data collection for performance indicators - Preparation of the report with performance indicators - Publication of performance indicators 	QAO	Periodically	<ul style="list-style-type: none"> -Key Performance Indicators as a final document and published on the web -Improvement plans

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Development of new quality instruments	<ul style="list-style-type: none"> - Research for new quality assessment instruments. - Implementation of new evaluation instruments. 	QAO	2025	<ul style="list-style-type: none"> -Reports with findings for needs to change the instruments -New instruments to be held
Preparation for membership in the Association of European Universities - EUA	<ul style="list-style-type: none"> - Collection of EUA membership information - Preparation of the evaluation report on the importance and necessity of EUA membership - Creation of a membership working group - Preparation of documentation and other procedures for membership if evaluated by the management. 	QAO	2024	<ul style="list-style-type: none"> -Realizing the agreement and membership -Agreement published on the web -Organizing information sessions
Preparation for membership in the Union of European Students	<ul style="list-style-type: none"> - Collection of information for USE membership - Preparation of the evaluation report on the importance and necessity of membership in USE. - Creation of a working group for membership if evaluated by the management. 	QAO	2024	<ul style="list-style-type: none"> -Realizing the agreement and membership -Agreement published on the web -Organizing information sessions
Cooperation with local and international organizations dealing with quality in higher education.	<ul style="list-style-type: none"> - Research of organizations dealing with the field of quality in higher education. - Contact with local and international organizations and creation of cooperation. 	QAO	2024-2025	<ul style="list-style-type: none"> -Realizing the agreement -Agreement published on the web -Organizing information sessions

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The quality action plan will be subject to regular monitoring as part of UIBM improvement processes. The Central Commission for Quality Assurance and Evaluation will form a working group which will monitor the implementation of this Plan.

The main tasks of this Group are:

- Drafting of 6-monthly reports on the realization of activities from this Plan;
- Analysis of progress in the implementation of this Plan, based on the information collected;
- Recommendations regarding the implementation of the Plan.

The Plan Monitoring Group will compile performance reports on its implementation and report to the Central Commission for quality assurance and evaluation, and these data will be reviewed by the Commission. These indicators will enable the monitoring of progress by noting the level of achievement of the objectives and the realization of the strategic activities of this plan. The communication of the results of the implementation of the activities from this Plan will be done according to the official task defined by the UIBM Statute, the Quality Regulation, and the Quality Guide. The responsibility for the implementation of the Plan is shared by the Quality Commission and the Quality Assurance Office. The QAO will report to the Rector on completed activities, new challenges, and opportunities.

The communication of the results realized by the activities of the plan will be done through the organization of information sessions, the publication on the web of the reports generated by the QAO, the direct reporting of the findings to the university structures, the organization of roundtables and conferences for quality assurance, the distribution of newsletter and distribution of flyers.

6.6 Financial Sustainability Plan

Financial Sustainability Plan for Implementing the Standards and Guidelines for Quality Assurance

The Standards and Guidelines for Quality Assurance in higher education strive to uphold excellence in teaching, learning, and research. Thus, it is advised to establish a robust financial sustainability strategy to effectively implement and sustain this high standard over the long term. This comprehensive plan will encompass budgeting, resource allocation, and securing the necessary funding to facilitate quality assurance endeavors.

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Resource Assessment and Needs Analysis

UIBM will conduct thorough research and analysis to identify available resources, financial and non-financial, required for implementing the action sustainability plan. This includes assessing the needs of the project, such as manpower, technology, materials, and any other resources necessary for successful execution. The scale of realization of this is approximately 90%. The cost of this will be based on the project budget allocation, and the responsible unit to implement it is the Quality Assurance Unit.

Budgeting for Quality Assurance

UIBM will develop a detailed budget that allocates resources effectively to ensure quality assurance throughout the implementation process. This involves setting aside funds for regular inspections, audits, training programs, and any other measures necessary to maintain high standards of quality in the project deliverables. UIBM will allocate 5% of the annual budget to quality assurance activities. The scale of realization of this is approximately 95%.

Sustainability and Long-term Planning

UIBM will develop a comprehensive long-term plan that outlines strategies for ensuring the sustainability of the project beyond its initial implementation phase. This includes identifying potential risks and challenges, as well as implementing measures to mitigate them. Additionally, UIBM considers incorporating sustainable practices and technologies to minimize environmental impact and ensure the project's longevity. Quality assurance initiatives are fully incorporated into the UIBM's 4-year strategic plan. The scale of realization of this is approximately 85%.

Stakeholder Engagement

UIBM will develop a comprehensive stakeholder engagement strategy to actively involve all relevant stakeholders throughout the project lifecycle. This includes identifying key stakeholders, understanding their needs and expectations, and implementing communication channels to facilitate meaningful engagement. Regular consultations, feedback mechanisms, and transparency in decision-making processes are essential for building trust and support among stakeholders. The scale of realization of this is approximately 90%.

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Monitoring and Evaluation

UIBM will establish robust monitoring and evaluation mechanisms to track the progress and effectiveness of the action sustainability plan. This involves setting clear performance indicators, collecting relevant data, and regularly assessing the outcomes against predetermined targets. Adjustments should be made based on evaluation results to ensure continuous improvement and alignment with the project's goals. The scale of realization of this is approximately 95%.

The Financial Sustainability Plan establishes a transparent framework for UIBM to maintain and improve the quality of its educational programs through strategic financial management and collaboration with stakeholders. By defining specific actions, assigning responsibilities, and setting timelines, the university reaffirms its dedication to ongoing enhancement and compliance with international educational norms.