

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

# **Improving University Quality Assurance Resilient Strategies Toward Excellence**

## **QA-SURE**

### **WP3 - Deliverable 3.3**

#### **Report on quality assurance mechanisms**

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# 1. INTRODUCTION

## 1.1 Purpose of the Report

This report was developed as part of the QA-Sure project, co-financed by the Erasmus+ Program of the European Union under Grant Agreement No. 101129398 -ERASMUS-EDU-2024-CBHE-STRAND-1. The project's overall objective is to establish, enhance, and support quality assurance structures and mechanisms for effective management and operation through teaching and learning processes in the Western Balkans, with a focus on deeper integration into the European Higher Education Area (EHEA).

The primary aim of this report is to provide an overview of the current state of quality assurance mechanisms at the partner universities involved in the project. It details the types of quality assurance mechanisms developed and implemented by each university, the various data collection methods used, key performance indicators, and the qualitative and quantitative analyses derived from these measurements.

Furthermore, the report offers a comprehensive description from each partner university regarding the implementation of their respective quality assurance mechanisms.

## 1.2 Overview of Quality Assurance Mechanisms

Quality assurance procedures at the national, international, and institutional levels are crucial for upholding rigorous standards in higher education. These methods guarantee that institutions adhere to regulatory standards, fulfil the demands of students and employers, and consistently strive for enhancement. By adhering to quality assurance standards and cultivating a culture of excellence, higher education institutions can improve their credibility, competitiveness, and impact on societal development (Trunk et al. 2024<sup>1</sup>).

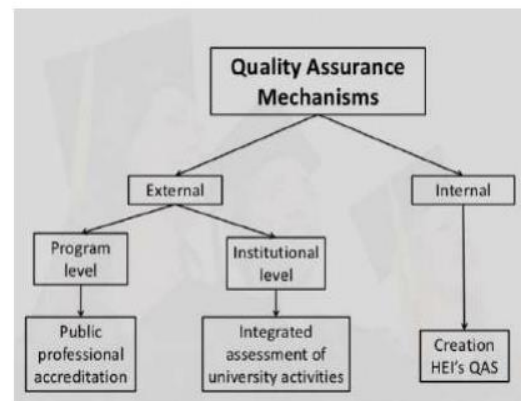
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<sup>1</sup> Module 1 of the Training modules from WP4.

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Fig 6: Quality assurance mechanisms

Quality Assurance Mechanisms	Example of Mechanisms
I. External	<ul style="list-style-type: none"> <li>• Accreditation of programs</li> <li>• Peer Review</li> <li>• Validation</li> <li>• Quality Audit</li> <li>• International Standards i.e. ISO</li> </ul>
II. Internal	<ul style="list-style-type: none"> <li>• Self-Evaluations</li> <li>• Self-Accreditation</li> <li>• Educational Assessment</li> <li>• Students/Staff Feedback</li> </ul>



Source: <https://www.slideshare.net/slideshow/valentina-rezvaya-quality-assurance-mechanisms-in-higher-education/7244310>

### 1.3 Importance of KPIs in Quality Assurance

Key Performance Indicators (KPIs) are measurable metrics used to track, assess, and analyze performance. Typically employed to establish benchmarks and evaluate competition, KPIs in higher education serve to gauge how an institution, program, or specific element is progressing toward its established objectives. In this context, KPIs are essential tools for understanding and measuring success. QA teams use these metrics to pinpoint areas in need of improvement and propose strategies to achieve those enhancements. The data can also be utilized to manage resources more efficiently and drive better outcomes.

The following section of this deliverable outlines a structured plan to integrate **Key Performance Indicators (KPIs)** aligned with the principles of **ESG 2015** in higher education. To implement or enhance the quality assurance units at all partner institutions, the **Deliverable 3.2 Action and Sustainability Plan** has been followed, as outlined below:

#### ➤ Phase 1: Preparation

##### 1.1 Definition of the Key Goals Aligned with ESG 2015

The main aim of this phase is to set clear institutional objectives aligned with the **core standards** of **ESG 2015** such as student-centered learning, effective governance, and transparency. Each partner has to define them based on their needs and what they have implemented until the project implementation started.

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Qualitative and quantitative KPIs are selected based on the fact that should better map to specific ESG 2015 standards, and to ensure they measure critical aspects such as:

- Student experience and satisfaction.
- Learning outcomes and graduate employability.
- Academic integrity and transparency in institutional operations.
- Effective governance and management processes.

### *1.2 Establish Stakeholder Involvement*

To ensure effective collaboration in KPI development, it is essential to involve all relevant stakeholders, including students, faculty, administration, and external quality assurance bodies. This can be achieved by creating a steering committee composed of both internal and external stakeholders to oversee the KPI development process. This approach ensures a holistic formulation of KPIs, incorporating diverse perspectives and fostering a comprehensive understanding of the institution's goals and quality assurance standards.

### *1.3 Resource Allocation*

To support the implementation and monitoring of KPIs, it is crucial to assign adequate resources, both human and financial. This involves allocating necessary budgets, personnel, and IT systems to track and report KPI performance effectively. Additionally, a dedicated team should be established to manage the processes of KPI data collection, analysis, and reporting, ensuring the smooth execution and monitoring of these performance indicators.

## ➤ **Phase 2: Implementation**

### *2.1 Develop Key Performance Indicators (KPIs)*

All WB HEIs have to create measurable KPIs that reflect the success of ESG 2015 standards based on their needs and current situation.

### *2.2 Implement Data Collection Systems*

By following these steps, the institution can establish a robust data collection system that gathers, processes, and analyzes KPI data efficiently, ensuring that decision-making is data-driven and aligned with the institution's quality assurance objectives.

- *Identification of Data Sources:* Identify all relevant data sources that will provide the information needed to measure the KPIs. This could include student

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information systems, learning management systems (LMS), administrative databases, faculty reports, external audits, and surveys.

- *Selection of Data Collection Tools:* Choose appropriate data collection tools and platforms such as learning analytics systems, survey tools, student management systems, and business intelligence software. These systems should be able to automate the gathering of data for specific KPIs. Implement or upgrade software that integrates data from various sources, such as student feedback, academic performance records, and resource utilization reports.
- *Automation of Data Gathering:* Automate the data collection process as much as possible to minimize errors and reduce the time required for manual data entry. For example, use learning management systems to automatically track student engagement or attendance, and integrate financial software to monitor budget allocations and expenditures.
- *Data Standardization:* Standardize the data collection process across departments and units. Establish clear protocols for how data should be inputted, processed, and stored to ensure consistency and reliability. This includes defining metrics, time frames, and data formats that will be used across all departments.
- *Real-Time Data Monitoring and Dashboards:* Implement dashboards and visualization tools that allow real-time monitoring of KPI data. These dashboards should be accessible to key stakeholders such as administrators, faculty, and quality assurance teams. The dashboards provide immediate insights and facilitate timely decision-making.
- *Data Quality Control:* Establish mechanisms for regular data validation and quality control. This could include periodic audits of data accuracy, checks for consistency, and comparison of data points across different sources to identify any discrepancies.
- *Feedback Loops for Continuous Improvement:* Create feedback loops where data collected through the system is regularly reviewed by key stakeholders. Use the insights gained from KPI performance to continuously improve data collection methods, refine KPIs, and ensure that the data gathering mechanism remains relevant and aligned with institutional goals.

**➤ Phase 3: Monitoring and Evaluation**

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### ***3.1 Regular Reporting Cycles***

To ensure continuous assessment of KPIs and track institutional progress against ESG 2015 standards, it is essential to establish at a minimum annual reporting cycles where performance on KPIs is reviewed by relevant committees. This consistent oversight enables quick identification of areas requiring improvement, allowing for timely adjustments and ensuring that the institution remains aligned with its quality assurance goals.

### ***3.2. Benchmarking Against Other Institutions***

The objective is to compare KPI results with similar institutions or benchmarks set by the European Higher Education Area (EHEA). To achieve this, the institution should participate in benchmarking exercises at both national and international levels to assess its relative performance. This approach will help position the institution competitively, while also identifying potential areas for collaboration or improvement.

### ***3.3 Student and Faculty Feedback Integration***

The objective is to use student and faculty feedback to evaluate the relevance and impact of the KPIs. This can be achieved by conducting annual surveys to measure satisfaction with the quality assurance practices in place. Based on the feedback gathered, the KPIs can be refined to ensure they remain aligned with evolving institutional goals and address the needs and experiences of both students and faculty.

## **➤ Phase 4: Continuous Improvement**

### ***4.1 Refining continually the KPIs***

The objective is to adjust KPIs to ensure they remain relevant and aligned with both institutional goals and ESG 2015 requirements. This can be accomplished by conducting an annual review of all KPIs, revisiting and refining those that need updating based on evolving educational goals, new technologies, and feedback from internal and external quality reviews. As a result, the KPIs remain dynamic, continuously reflecting the changing needs of the institution and the higher education environment.

### ***4.2. Incentivizing Performance***

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The objective is to encourage continuous improvement in quality assurance by recognizing progress made against KPIs. To achieve this, incentive programs should be created for departments, programs, or individuals that meet or exceed their performance targets. This approach will lead to increased motivation and engagement from staff, students, and administration, ultimately enhancing overall quality performance within the institution.

#### ***4.3. Continuous professional development***

The objective is to support academic and administrative staff in understanding and meeting KPI targets by offering training and development opportunities. This can be achieved by providing continuous professional development programs that focus on key areas such as teaching innovation, student engagement, and quality management. As a result, staff capabilities will be enhanced, aligning their efforts with KPI objectives and fostering a culture of continuous improvement within the institution.

The proposed strategy ensures that KPIs are not just a compliance measure but an integral tool for driving continuous improvement in alignment with the **ESG 2015 standards**. By using KPIs to monitor, evaluate, and improve all facets of institutional quality assurance, WB HEIs can enhance both internal performance and their external standing within the **European Higher Education Area**.



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## 2. QUALITY ASSURANCE MECHANISMS

Quality assurance (QA) mechanisms at universities are essential for ensuring that educational programs and institutional processes meet certain standards of quality. These mechanisms help in maintaining academic integrity, improving student outcomes, and enhancing the overall educational experience. Here's a list of common quality assurance mechanisms along with Key Performance Indicators (KPIs) that can be used to measure their effectiveness:

### Quality Assurance Mechanisms

1. *Accreditation*: Process by which institutions or programs are evaluated by an external body to ensure they meet certain standards. Some of the KPIs to be used for this purpose are percentage of programs accredited by recognized accrediting bodies and time taken to achieve or maintain accreditation.
2. *Curriculum Review and Assessment*: Regular review of academic programs and courses to ensure relevance, rigor, and alignment with educational goals. Some of the KPIs to be used for this purpose are number of curriculum reviews conducted annually and percentage of courses revised based on assessment feedback.
3. *Student Evaluations of Teaching (SET)*: Surveys that gather student feedback on course effectiveness and instructional quality. Some of the KPIs to be used for this purpose are Average student satisfaction rating for courses and Percentage of courses with SET scores above a certain threshold.
4. *Internal Audits and Reviews*: Periodic assessments of institutional processes and academic programs to identify areas for improvement. Some of the KPIs to be used for this purpose are Number of audits conducted per year and Percentage of audit recommendations implemented.
5. *Program Learning Outcomes Assessment*: Evaluation of whether students are achieving the intended learning outcomes for their programs. Some of the KPIs to be used for this purpose are Percentage of students meeting or exceeding learning outcomes and Rate of improvement in learning outcomes over time.
6. *External Reviews* - Description: Evaluation of departments or programs by external experts to provide independent feedback. Some of the KPIs to be used for this purpose are Number of programs reviewed externally within a specified period and Percentage of recommendations from external reviews that are acted upon.
7. *Quality Assurance Committees*: Committees dedicated to overseeing quality assurance processes and ensuring adherence to policies. Some of the KPIs to be used for this purpose are Frequency of committee meetings and Number of quality assurance initiatives launched by the committee.

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8. *Professional Development for Faculty:* Programs aimed at enhancing teaching effectiveness and academic skills among faculty members. Some of the KPIs to be used for this purpose are Percentage of faculty participating in professional development activities and Improvement in SET scores following professional development sessions.
9. *Student Support Services Evaluation:* Assessment of academic advising, counseling, and other support services to ensure they meet student needs. Some of the KPIs to be used for this purpose are Student satisfaction ratings for support services and Retention rates of students utilizing support services.
10. *Alumni Feedback and Tracking:* Gathering feedback from graduates about their educational experience and outcomes post-graduation. Some of the KPIs to be used for this purpose are Alumni satisfaction ratings and Employment rates of graduates within a specified time frame after graduation.

## **2.1 Types of Quality Assurance Mechanisms in HEIs**

The partner universities involved in the project are at varying stages of development in terms of the Quality Assurance (QA) mechanisms they implement as part of their overall QA systems. Based on the above-mentioned KPIs, each WB HEI prepared a report on actual implementation of them.

### **2.1.1. WBU**

Quality assurance mechanisms at universities in the Western Balkans is delivered by the Internal Quality Assurance Unit (IQAU). This unit is composed of 5 members, representatives of each of the main units of the institution, an external expert and also a representative from the students. Typically, IQAU encompasses a variety of practices aimed at ensuring educational standards and continuous improvement is implemented. Internal Quality Assurance UNIT at WBU, implements internal and external mechanisms as follows:

- Self-Assessment, based on regular evaluations of programs and departments to identify strengths and areas for improvement.
- External Quality Assurance through Accreditation, a process done by national or international accreditation from recognized bodies to validate educational programs.
- Peer Reviews by involvement of external experts to review programs and provide feedback.
- Surveys and Evaluations that consists in collecting feedback from students regarding courses, teaching effectiveness, and overall satisfaction.

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- Professional Development for Staff by Training Programs, by offering ongoing training and workshops for faculty to enhance teaching methodologies and research skills.
- Performance Reviews done through regular assessments of faculty performance, including teaching, research, and service.
- Quality Assurance Policies and Framework Development part of the institutional strategy plan by establishing comprehensive quality assurance frameworks and policies to guide all quality-related activities.
- Publicly sharing quality assurance findings and actions taken to foster accountability.

These mechanisms collectively contribute to creating a culture of quality within the university, helping to enhance educational outcomes and institutional reputation<sup>2</sup>.

### 2.1.2 LU

Luarasi University (LU) has established QA mechanisms that are aligned with the European Standards and Guidelines (ESG) 2015 and the Albanian Code of Quality. The mechanisms include:

- Internal quality assurance (IQA) reviews, performed annually to assess teaching quality, program relevance, and student satisfaction.
- Student feedback surveys, which are conducted bi-annually to evaluate the effectiveness of teaching and learning outcomes.
- External stakeholder involvement, where industry partners are engaged in curriculum reviews to ensure that programs align with market demands.

Self-Assessment and Internal Quality Assurance are at the core of all academic and scientific activities at Luarasi University. The university aims to implement and manage quality in education from a modern perspective and culture, ensuring that its activities are based on meeting national and international higher education standards and adopting best practices, particularly in line with the trends of the European Higher Education Area and the Bologna Agreement.

In ensuring and continuously improving quality, all stakeholders at Luarasi University are involved:

- University leadership,
- Academic staff,
- Students,
- Administrative staff.

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<sup>2</sup> <https://iqau.wbu.edu.al/en/documents-2022-2023>

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Self-assessment and internal quality assurance primarily focus on academic matters, aiming to improve the quality of teaching and learning and closely aligning with the students' needs. Quality management aims to effectively develop, implement, and monitor policies, procedures, and initiatives that ensure not only quality assurance but also its continuous improvement. Luarasi University encourages and promotes a culture where every faculty, department, academic staff member, and student views quality improvement as both a personal and collective responsibility.

At Luarasi, policies, procedures, processes, and initiatives that lead to quality enhancement are developed and implemented with the goal of continuous improvement through regular self-assessment, aligned with the university's mission, vision, objectives, standards, and performance measurement criteria. This process involves continuous progress review and setting future objectives that are measurable and achievable.

Within its organizational structure, Luarasi University has established the Internal Quality Assurance Unit (IQUA), whose activities are reflected in its Manual of Quality Assurance and in the institution's Internal Regulations.

The Manual of the IQUA contains and describes all aspects related to the self-assessment and internal quality assurance processes, as well as aspects of quality management within the Faculties of Luarasi University.

At the institutional level, the main actors responsible for quality assurance are:

- a) The Academic Senate, which approves the strategic plan where quality assurance and management are key components. It holds the ultimate responsibility for guaranteeing quality assurance.
- b) The Rector, who leads the quality assurance process and is accountable to the Board of Administration for its implementation. The Rector is responsible for drafting the Quality Self-Assessment Action Plan at the university level, aligning it with priorities across different fields. The plan is submitted for approval to the Board of Administration and the Academic Senate, and its implementation is supervised in practice by the IQUA.
- c) The Internal Quality Assurance Unit (IQUA) monitors and oversees the practical implementation of the Quality Self-Assessment Action Plan presented by the Rector. The IQUA coordinates all activities aimed at ensuring quality and promotes a culture of quality within the relevant units.
- d) The Faculty Quality Assurance Committee is the structure responsible for ensuring and guaranteeing the quality of the academic programs offered by the faculty.
- e) Internal Evaluation Groups (IEGs) within each faculty are responsible for the self-assessment process and the implementation of action plans for quality assurance within their respective activities. The IEGs consist of representatives from the academic staff, the teaching administration, and a student representative from the corresponding program. The Dean leads the work of the IEGs in each faculty and is responsible for the implementation of the Quality Self-Assessment Action Plan presented by the Rector. The

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IEGs in each faculty work closely with the IQAU in drafting the Internal Quality Self-Assessment Report. The academic and administrative staff, students, and other stakeholders are encouraged to actively participate in the quality self-assessment process.

**Main Functions of the Internal Quality Assurance Unit (IQAU)**

IQAU is responsible for the periodic evaluation of the results of teaching and research activities, reporting directly to the Rector. It operates autonomously and has access to institutional data. IQAU consists of 11 members, including: 4 full-time academic staff members (one from each main faculty), representatives from the Curriculum Office, external experts, 4 students (one from each main faculty), selected by the Student Council. Members are appointed by the Academic Senate based on the Rector's proposal.

IQAU organizes and manages Internal Quality Assessments focusing on two main aspects: Institutional Internal Evaluation and Internal Quality Evaluation of Study Programs.

In addition to these responsibilities, the IQAU: Monitors and evaluates the periodic results of teaching and research activities, reporting directly to the Rector, Operates autonomously and has access to all necessary institutional data, Fulfills its functions in accordance with the Internal Quality Assurance Manual, which aligns with the Quality Code and other applicable legal frameworks, Conducts student surveys at the end of each semester or before exam sessions to evaluate the teaching quality for every course within each study program, Tracks student employment through research studies to assess the effectiveness of the university's programs, Identifies challenges and proposes solutions based on higher education legislation, quality standards, and best international practices to ensure continuous quality improvement, Prepares the annual self-assessment report, which is used as a resource for external evaluations and continuous quality enhancement. The report highlights the strengths and weaknesses of units and provides recommendations for improvement. It is made publicly available,

The IQAU's proposals are reviewed by the university bodies of the institution and reflected in specific decisions.

Also, part of the QA is the Institutional and Faculty Quality Assurance Committee that are responsible for ensuring and guaranteeing the quality of the study programs offered by the faculty.

**2.1.3. U\_POLIS**

The main procedure and mechanism for the quality assessment both at institutional level or for the study programs offered by U\_POLIS is the quality review (institutional and/or program review, or the combination of the two). The review process must be carried out in compliance with the following standards:

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- The process is fair, impartial, open, transparent and informed.
- Leaders, faculty, department, staff, and student involvement is crucial and critical. Institutional and program reviews must include peers/experts who are external to the University and who are selected according to specific and informed criteria in a fair and a transparent way.
- Review documents must be concise and easily understood, without excessive formal and bureaucratic burden for those involved directly or indirectly in the process.
- The POLIS units, management and the personnel in charge and other actors involved in the review processes are responsible for ensuring academic quality assurance reviews are performed in full accordance with the approved procedures and internal regulations and in due time.
- The Internal Quality Assurance Unit is responsible for ensuring all program and unit reviews follow the academic quality assurance process appropriately and consistently, and for monitoring and comparing the outcomes of reviews.

There are four main objectives for a quality assurance review:

- identify areas of excellence and areas for improvement;
- demonstrate accountability and responsibility within the regulatory framework and appropriate regulatory bodies;
- identify, follow and monitor the measures taken to address the weaknesses and expected outcomes accordingly;
- follow up, monitor and ensure that the undertaken measures and actions are effective, focused and fit for and to purpose.

In the framework the European Standards and Guideline, specifically in compliance to Standards I.2, I.3, I.4, I.5, I.6 and I.7, the IQAU intends to foster further the following aspects and intends to amend its regulation to reflect them:

1. *Approval, monitoring and periodic review of programmes and awards (Standard I.2 -Part 1, ESG\_2015)*
  - Ensure that all study programs offered by POLIS are subject to a regular and cyclical institutional approval process
  - ensure that the programs' structure and content, have clear and explicit learning outcomes
  - ensure that the programs are designed in order to enable smooth student progression;
  - ensure that POLIS includes and provides well-structured placement opportunities for graduates;

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- the University and faculty internationalization strategies are implemented in the study programs and benefit from external and international expertise.
2. *Student centered learning, teaching and assessment (Standard I.3-ESG\_2015)*
- Ensure that the programs are designed delivered in a way that encourages students to
  - take an active role in creating the learning process, and that the assessment of students reflects this • encourages a sense of autonomy in the learner, while ensuring adequate guidance and
  - support from the teacher
  - respects and adapts to the diversity of students and their needs, enabling flexible learning
  - paths, considering novel and flexible use of delivery if needed
  - evaluating procedures will include use of and adjusting of a variety of pedagogical methods and flexible and effective modes of delivery during the teaching process.
3. *Ongoing monitoring and periodic review of programs*
- Study programs should undergo cyclical review. As a rule, the curriculum and content is reviewed every 2 (two) years, but at least at the end of each complete study cycle.
  - Study programs responsible/faculties/departments' ongoing work is embedded in the individual procedures' annual cycles.
  - The biannual cycles involve internal and external quality-assurance requirements, pursuant to laws and regulations, general quality-assurance requirements formulated by POLIS and internal quality assurance requirements adopted at faculty/program level.
  - The cyclic evaluations for the revision of curricula convert the results of quality-assurance work into follow-up activities.
  - The cyclical evaluations of the programs reports are largely synchronized with all parts of the quality - assurance process and the ongoing work with the individual study programmes. In this way, the annual cycle provides guidelines for the use of intake, drop-out rates, pass rates and course evaluations in quality assurance.
  - The course evaluations follow the general POLIS guidelines and includes systematic evaluation of the students' experience of all courses offered at the faculty. For the purposes of systematic and targeted follow-up, course responsible/coordinators, heads of department/faculty provide feedback on the students' evaluation during each semester. Mandatory periodic

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evaluations of the whole course of study for newly established study programs are also conducted.

4. *Procedure for research evaluation*

- The data collection for research evaluation shall be carried out at regular three-yearly intervals and shall relate to quantity, quality and effectiveness of the research as well as the research conditions. The quantitative data collected and their evaluation shall be included in the research report of the university. All members and affiliates of the university have the duty to participate in the collection of data for the research report.
- The benchmark for the assessment of quality is the contribution that the research makes to the profile of the university, and/or the department, right down to the individual scientist. Indicators for measuring scientific productivity and impact, which are included in the research report, are elaborated by IQAT and Department of Research and approved, for each evaluation phase, by the Senate. Generally, mainly indicators can include, among others:
  - Research projects realized and in progress/research cooperations (staff, - volume of third-party funding, third-party funding provider, duration, - research partners).
  - Other research and development activities (industrial contracts, research stays, etc.).
  - Publications, lectures, posters, industrial property rights, planning,
  - works from the fields of design and architecture.
  - Licensing and exploitation agreements concluded.
  - Organization / active participation in scientific training measures (conferences, trade fairs etc.).
  - Foreign relations (university cooperation, lecturer mobility, student exchange, project support etc.).
  - Memberships in committees outside the university, reviewer activities. - Doctorates (PhD) thesis, cooperative doctoral procedures.
- The evaluation procedure should answer the question of the effectiveness, the relationship between effort and success. The central point of view here is whether the resources used (staffing, material resources, third-party third-party funding from various sources and the infrastructure of the university) achieve the intended effect while maintaining the is achieved. 4) Responsibility for the quality and timely collection of data lies with the faculties/departments. Data collection lies with the departments. These use the data for their own evaluations and make them available to the IQAU and Department of Research of PU to the extent required.



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- The Quality Assurance Policy will be published in the official website of POLIS University and be accessible to the wide public. Information Summaries of academic quality assurance reviews will be published online, in respect of the Freedom of Information and Protection of Privacy Law in Albania.

#### **2.1.4. IBCM**

At the International Business College Mitrovica (IBCM), we employ a comprehensive quality assurance (QA) system to ensure that all academic programs, administrative procedures, and student services meet international standards based on best practices and the ESGs. Our QA mechanisms have been designed to continuously monitor, assess, and improve the quality of education and the overall institutional environment. These mechanisms involve multiple layers of oversight, from internal evaluations to external reviews, ensuring a transparent and accountable approach to quality management. All main regulations related to internal and external QA have or are currently in the process of being updated. This includes the IBCM QA regulation that has already been completed, as well as, the QA Manual that is currently in the process of being updated for the Academic Year 2024-25.

The core of IBCM's QA framework lies in its commitment to regular self-assessment and stakeholder engagement. This includes input from students, staff, and external partners. Through systematic data collection, feedback processes, and evaluations, we can identify areas for improvement and respond proactively. Our QA mechanisms also align with European Higher Education Area (EHEA) standards, which help maintain comparability and recognition across European institutions.

#### **Key QA Mechanisms:**

- **Internal and External Quality Audits:** Regular internal reviews complemented by external audits ensure compliance with national and international standards.
- **Feedback from Students and Staff:** Annual surveys, focus groups, and direct feedback mechanisms are in place to capture the perspectives of both students and faculty on program delivery and institutional operations.
- **Curriculum Reviews and Updates:** Programs are regularly reviewed by the Academic Council and external experts to ensure relevance, rigor, and alignment with industry needs.
- **Key Performance Indicators (KPIs):** The institution monitors a range of KPIs, including student progression, graduation rates, and employability, to assess the effectiveness of academic programs and services.
- **Professional Development and Training:** Continuous professional development opportunities are provided for faculty and staff to maintain high teaching standards and administrative efficiency.

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### 2.1.5. UIBM

UIBM has an authentic system for quality assurance and evaluation, which is based on a sustainable policy. UIBM has officially approved quality assurance policy, which includes these documents:

- UIBM Statute
- Regulation for quality assurance and assessment
- Guide for Quality Assurance, Guide for ECTS,
- Document for the main performance indicators at the UIBM level and in each faculty,
- Package of instruments for quality assurance of the UIBM.

All UIBM documents are in line with the Law on Higher Education, the National Qualifications Framework, and the European Qualifications Framework, the Education Strategy 2022-2026, and KAA manuals and guides. 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 time 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.

Quality measurement instrument packages are regularly implemented as planned at UIBM. Full planning cycle; implementation, analysis, reporting, improvement already takes place every year at UIBM. All the phases of this cycle are implemented by the relevant managers and the findings from the completed questionnaires are analyzed by the Quality Assurance Office. All these findings provide a clear overview of the quality of teaching, the use of interactive strategies, the professional preparation of personnel, the use of laboratories, the interactive approach with the student at the center, the use of the library, the quality of support services, the functioning of the university management system, engagement of students in research work and other academic processes, contribution to the community, level of cooperation with partners, etc.

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***Part of the quality assurance policy at UIBM is:***

- **Regulation for quality assurance and evaluation**, 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.
- **The quality assurance guide** 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.
- **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 for the University.

- **Packages of quality assurance instruments** are 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 address:
  - Issues of learning materials, student assessment, teaching methodology, such as interaction, mentoring, etc.;
  - Issues related to infrastructure, including classrooms, computer center, 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.

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Within UIBM, adequate human, financial and material resources were ensured for the leadership and management of quality assurance. As a direct part of this system are:

- Central Commission for Quality Assurance and Evaluation, composed of 10 members, two of whom are student representatives;
- Vice Rector for Quality Assurance;
- Quality Assurance Officers;
- Vice Deans for Quality Assurance and Coordinators for Quality Assurance within the academic institutions.

All the parties involved in the quality assurance system have higher education, where most of them are part of the academic personnel at UIBM, excluding here QAO officials who are employed as administrative personnel.

### **3. METHODOLOGY**

#### **3.1. Data Collection Methods**

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Data collection is a critical component of quality assurance processes, focusing primarily on ensuring the accuracy and validity of the data gathered. The quality, scope, and depth of the data collected significantly influence the accurate representation of the issues at hand, which is crucial for the success of actions informed by this data.

### 3.1.1. WBU

Data collection mechanisms for the Internal Quality Assurance Unit at Western Balkans University typically involve several strategies to gather relevant information for assessing and improving educational quality. Here are some common approaches:

- **Surveys and Questionnaires:**

Student Surveys consist of Regularly administered surveys to gather feedback on courses, teaching effectiveness, facilities, and overall satisfaction. Faculty Surveys mean to have feedback from faculty regarding curriculum, resources, and support services.

Course Evaluations is an end-of-semester evaluation to assess student perceptions of course content, teaching methods, and learning outcomes.

- **Assessment of Learning Outcomes:**

Collecting data on student performance in assessments to evaluate the effectiveness of programs. Program Reviews by regular reviews of academic programs, including analysis of enrollment trends, student success rates, and curriculum relevance. Feedback from Alumni and Employers through surveys or interviews with alumni to assess the long-term impact of education on their careers. Engaging with employers to gather feedback on graduates' preparedness and skills.

Annual Reports presentation by compiling comprehensive annual reports that analyze data collected throughout the year, summarizing findings, and outlining action plans for quality improvement.

### 3.1.2. LU

Luarasi University utilizes both quantitative and qualitative data collection methods:

- Quantitative data is gathered through student and staff surveys using standardized questionnaires.
- Qualitative data is collected via focus groups and interviews with students, staff, and external stakeholders to provide a more in-depth understanding of QA processes.
- Data is analyzed annually to identify trends in student performance, satisfaction, and teaching effectiveness.

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The data collection process is a fundamental component of quality assurance at the University of "Luarasi." Systematic data gathering and processing ensure that decision-making and evaluations are based on clear, accurate, and objective information. This methodology involves various techniques for collecting information from internal and external sources and using this data to improve the quality of academic and administrative services.

### Data Collection Sources - Primary Sources

These include data collected directly from key stakeholders of the University of "Luarasi," primarily consisting of: Surveys for students and instructors: The IQAU designs and distributes surveys at the end of each semester, targeting both students and academic staff. The goal is to gather feedback on the quality of teaching, curriculum content, and overall satisfaction with the academic experience. Interviews and direct discussions: These are conducted with academic staff, administrative staff, and student groups to collect opinions and suggestions regarding various aspects of academic and teaching activities. Periodic surveys: Regular surveys are organized involving students, instructors, and occasionally potential employers. These surveys aim to assess graduates' skills and the alignment of their qualifications with labor market needs.

### Secondary Sources

These include data collected and processed from various internal and external sources of the university: Statistical data: This includes student records, exam results, pass rates, enrollment and graduation numbers, the academic staff-to-student ratio, and data on student dropouts.

Self-assessment reports: Each faculty and study program prepare self-assessment reports based on internal performance analysis and the achievement of strategic objectives. Administrative and financial documentation: This includes data on the university's financial and human resources, such as the number of recruited and departing academic staff, and operating expenses related to teaching and research activities. Data from external audits and accreditations: These include results from audits and accreditation processes conducted by the Quality Assurance Agency in Higher Education (ASCAL) and other external evaluation bodies.

### 3.1.3. U\_POLIS

In terms of methodology, the Internal Quality Assurance System refers to the European Quality Assurance Standards in the European Higher Education Area, the Guide for the

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establishment of Internal Quality Systems in Higher Education Institutions and models of successful or best practices of the countries, academic networks or homologous western universities with which Polis has cooperation. Referred to "Guidelines on the Establishment and Operation of the Internal Quality Assurance System in Higher Education Institutions - of ASCAL, the approach to quality management adopted by U\_Polis is the one based on processes and results. This means that at U\_Polis the framework for the continuous evaluation and observation makes use of three specific indicators suitable for the purpose such as: input indicators related to students entry level, staff and their qualification, the learning environment, those of the process such as the progress and quality of teaching, academic and research offers in content, facilities, infrastructure and support services as well as output results, such as the level of training and the skills of exiting students, the rate and quality of employment, their orientation and adaptation to the workplace, etc..

Regarding the quality management model (referred to the ASCAL guidelines) IQAS\_Polis has applied the P-D-C-A scheme as follows:

- P (plan) – collecting data to identify and define the aspects/issues/problems that need to be improved and to identify the ways and methods to achieve this.
- D (do) – concrete implementation of the work plan using and exploiting the most suitable instruments to the purpose and the expected outcome
- C (check-control) – analyzing the result/outcome in terms against the initially aimed goal and recommend general or partial corrections or adjustments accordingly
- A (act) – act upon the outcome of the steps above

IQAU reports to the high governing academic and administrative decision-making bodies, but is an independent unit in terms of operation, the procedures it follows and the results it produces. The organization, tasks, responsibilities and activities of IQAU are defined in the IQAU Regulation, which is approved by the Academic Senate.

### **3.1.4. IBCM**

Over the past year, the International Business College Mitrovica (IBCM) has significantly enhanced its data collection methodologies to ensure more accurate and comprehensive insights into institutional performance and student outcomes. These improvements are part of our broader quality assurance efforts, aimed at creating a data-driven environment where decisions are informed by reliable and timely information.

IBCM has implemented several new tools and processes to strengthen data collection. This includes the introduction of automated surveys systems for students and staff, allowing for more efficient feedback gathering on course quality, administrative services,

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and overall satisfaction. Additionally, we have adopted a centralized data management system, which facilitates the integration of data from various departments, ensuring consistency and ease of access for analysis. The system enables the monitoring of key performance indicators (KPIs) in real-time, including student progression, retention, and employment rates, making it easier for us to address challenges promptly and effectively.

### **3.1.5. UIBM**

In the internal quality assurance process at UIBM, data is collected in different ways, and they include two main methods: qualitative data and quantitative data. Quantitative and qualitative instruments. Quality assurance instruments are an integral part of the quality assurance framework. Quantitative instruments used to collect data for quality assessment consist of questionnaires as follows:

- Questionnaire for evaluation of students for teaching, subject, practice teaching and resources at the UIBM - Bachelor, which is carried out twice a year (at the end of each semester);
- Questionnaire for evaluation of students for the study program and research work at the UIBM - MASTER, which is carried out twice a year (at the end of each semester);
- Self-assessment questionnaire for the academic personnel of the UIBM, which is carried out once a year;
- Self-assessment questionnaire for the deans of academic units of the UIBM, which is carried out once a year;
- Assessment questionnaire for the deans' work by the academic personnel of the academic units of the UIBM, which is carried out once a year;
- Evaluation form from the dean for the academic personnel of the UIBM, which is carried out once a year;
- Questionnaire for external stakeholders of UIBM, at least every second year;
- Questionnaire for UIBM-ALUMNI graduates, which is carried out once a year;
- Questionnaire for the administrative personnel at UIBM, which is carried out once a year;
- Questionnaire for the evaluation of the support services of the UIBM, which is carried out once a year;
- Questionnaires that are part of the package of instruments for evaluation from the QATEK project, and that are questionnaires for evaluation of teaching, research and other components related only to the Faculty of Education.

Qualitative quality assurance instruments include, but are not limited to, PEER TO PEER EVALUATION, focus groups and ad-hoc commissions for the evaluation of specific topics relevant to the institution or specific topics that can cover all areas of the institution's

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action. The establishment of ad-hoc commissions is done by decision of the Central Commission for Quality. Administration of qualitative quality assurance instruments is a process that is adequately documented. QAO, after completing the questionnaires, prepares all reports for the academic units, as well as prepares a summary report with findings and recommendations.

The information collected from the qualitative and quantitative instruments address:

- Issues of learning materials, student assessment, teaching methodology, such as interaction, mentoring, etc.
- Issues related to infrastructure, including classrooms, computer center, laboratories, heating, IT support, equipment and other services;
- Issues related to 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, services in general can be addressed.

## **4. KEY PERFORMANCE INDICATORS (KPIs)**

### **4.1 Quantitative & Qualitative KPIs**

There is a valid demand among higher education institutions and their stakeholders for an evidence based, data-driven analysis of higher education and its performance

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(Loukkola et al. 2020<sup>3</sup>). Although the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) provide a framework for both external and internal quality assurance of educational institutions, there is a diverse range of approaches to implementing these processes. Additionally, various tools are employed, utilizing both quantitative and qualitative indicators to assess quality.

**4.1.1. WBU**

Key Performance Indicators (KPIs) for quality assurance at Western Balkans University, is focused on various aspects of academic performance, student evaluation, and institutional effectiveness.

**1. Academic Performance**

Graduation Rates are based on the percentage of students who complete their programs within the standard timeframe. Retention Rates consist of the percentage of students who continue their studies from one year to the next. Course Completion Rates, based on the percentage of students passing required courses. Assessment Results as the average scores in exams, projects, and other assessments. Accreditation Status: Number of accredited programs and the status of re accreditation efforts.

**2. Student Evaluation**

Student Survey Results as an overall satisfaction rating from student surveys on courses, faculty, and facilities. Feedback on Teaching Quality, rating faculty performance and teaching methodologies.

**3. Staff evaluation/self-evaluation**

Professional Development Participation Percentage of faculty participating in training and development programs. Research Output: Number of publications, conference presentations, and grants secured by faculty.

**4. Graduate Outcomes**

Employment Rates: Percentage of graduates employed within a specific time frame after graduation. Alumni Satisfaction: Feedback from alumni regarding their educational experience and career preparedness. Employer Satisfaction: Feedback from employers about the preparedness and skills of graduates.

Category	KPI	Metrics
Quantitative	Student Enrollment & Retention Rates	- Number of students enrolled

<sup>3</sup> <https://www.eua.eu/downloads/publications/indicators%20report.pdf>

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		- Number of students that continue studying year to year.
	<b>Graduation Rates</b>	- Number of students completing their programs within the expected timeframe.
	<b>Employment Rates of the graduates</b>	- Number of graduates employed
	<b>Course Completion Rates</b>	- Percentage of students successfully completing courses.
	<b>Research Output</b>	- Number of publications, - Number of conferences - Number of grants funded by the university. - Number of funded grants from third parties
<b>Qualitative</b>	<b>Student Satisfaction</b>	- Feedback on academic experience, including course content, teaching quality, and student support services.
	<b>Teaching Quality Feedback</b>	- Evaluations of teaching effectiveness from students, peers, and external experts.
	<b>Curriculum Relevance</b>	- Degree to which programs align with current industry trends and job market demands. - Feedback from external industry stakeholders
	<b>Alumni Feedback</b>	- Input from former students on the effectiveness of education in preparing them for careers.
	<b>Employer Satisfaction</b>	- Feedback from employers on graduate preparedness and workplace performance.
	<b>Quality of Support Services</b>	- Student feedback on academic advising, counseling, and other support services.

#### 4.1.2. LU

Luarasi University monitors several key performance indicators (KPIs)

- Quantitative KPIs: Graduation rates, student retention rates, and employment rates post-graduation.
- Qualitative KPIs: Student satisfaction with learning outcomes, teaching quality, and program relevance based on feedback from surveys and focus groups.

Measuring and analyzing Key Performance Indicators (KPIs) for faculty members is an essential process to ensure the quality of teaching and to continuously improve academic

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performance. This process involves evaluating several key factors that affect a faculty member's performance, including:

- Quality of teaching
- Academic preparation
- Engagement in scientific research
- Relationships with students and colleagues

These indicators help monitor individual contributions to the university's mission while promoting professional development and ensuring that teaching and research activities align with institutional objectives.

LU has updated the Quality Assurance Manual and has produced two new documents on Quality Assurance Policies and Quality Assurance Plan.

Category	KPI	Metrics
Quantitative	<b>Student Enrollment &amp; Retention Rates</b>	<ul style="list-style-type: none"> <li>- Student enrollment growth</li> <li>- Number of students that continue studying year to year.</li> </ul>
	<b>Graduation Rates</b>	<ul style="list-style-type: none"> <li>- Time for degree completion.</li> </ul>
	<b>Dropout Rates</b>	<ul style="list-style-type: none"> <li>- Number of students dropout</li> </ul>
	<b>Employment Rates of the graduates</b>	<ul style="list-style-type: none"> <li>- Graduate employment rate, average time to employment after graduation</li> </ul>
	<b>Course Completion Rates</b>	<ul style="list-style-type: none"> <li>- Percentage of students successfully completing courses.</li> </ul>
	<b>Student to faculty ratio</b>	<ul style="list-style-type: none"> <li>- Number of students to faculty personnel</li> </ul>
	<b>Research Output</b>	<ul style="list-style-type: none"> <li>- Number of publications,</li> <li>- Number of citations impact</li> <li>- Number of conferences</li> <li>- Research grants secured</li> <li>- Number of grants funded by the university.</li> </ul>
	<b>Student's Research</b>	<ul style="list-style-type: none"> <li>- Number of students involved in research</li> </ul>
Qualitative	<b>Student Satisfaction</b>	<ul style="list-style-type: none"> <li>- Feedback on academic experience, including course content, teaching</li> </ul>

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	quality, and student support services.
<b>Teaching Quality Feedback</b>	– Evaluations of teaching effectiveness from students, peers, and external experts.
<b>Teaching workload per faculty</b>	– Evaluations of teaching workload per faculty
<b>Curriculum Review</b>	– Review and update of the curriculum
<b>Curriculum Relevance</b>	– Degree to which programs align with current industry trends and job market demands. – Feedback from external industry stakeholders
<b>Alumni Feedback</b>	– Input from former students on the effectiveness of education in preparing them for careers.
<b>Employer Satisfaction</b>	– Feedback from employers on graduate preparedness and workplace performance.
<b>Quality of Support Services</b>	– Student feedback on academic advising, counseling, and other support services.
<b>Quality of investing in infrastructure</b>	– Level of investment in infrastructure

#### 4.1.3. U\_POLIS

Implementation of QA Policy and Action Plan The implementation of this policy document requires:

- The reflection of changes and updates of the QA Policy in the internal normative acts of POLIS that are directly or indirectly impacted by the provisions in this document, with a special focus on the regulation of the organization and operation of IQAU, the didactic regulation and the regulations of the study programs.
- Drafting and/or revision of evaluation procedures of the study programs, paying specific attention to the development of effective feedback loops from students, alumni and industry partners.

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- Defining measures and interventions at the institutional level to address new priorities, new challenges related to the internationalization of POLIS, aspects of cooperation with partners in the framework of study and research programs.
- Analyzing the internal quality assurance system against the European Standards, Part 1, Standards I.1-I.10 and making adjustments as needed to the normative acts in effect.

**4.1.4. IBCM**

Quantitative KPIs focus on measurable outcomes and data points that provide a clear numerical picture of our performance. These include metrics such as student enrollment and retention rates, graduation rates, employment statistics for graduates, and the number of research publications by faculty. Additionally, we track student satisfaction scores, course completion rates, and financial performance indicators, allowing us to identify trends and areas needing improvement in a timely manner.

Qualitative KPIs provide insight into the more nuanced aspects of institutional quality that are not always captured by numbers alone. These include feedback from students, staff, and external stakeholders through surveys, interviews, and focus groups. Qualitative indicators allow us to gauge the quality of the student experience, the effectiveness of teaching methods, and the impact of professional development initiatives for faculty. Furthermore, qualitative assessments help us understand the broader social and community impact of our programs.

Category	KPI	Metrics
Quantitative	Student enrollment and retention rates	<ul style="list-style-type: none"> <li>• Number of new enrollments each semester/year</li> <li>• Retention rate by program and year level</li> <li>• Attrition rate and primary reasons for student withdrawal</li> <li>• Percentage of students progressing to the next academic year</li> </ul>
	Graduation rates and time to degree completion	<ul style="list-style-type: none"> <li>• Percentage of students graduating within the standard program duration</li> <li>• Average time to degree completion per program</li> <li>• Graduation rate by cohort and program</li> </ul>
	Employment rates of graduates	<ul style="list-style-type: none"> <li>• Employment rate within six months of graduation</li> </ul>

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		<ul style="list-style-type: none"> <li>● Percentage of graduates employed in their field of study</li> <li>● Average starting salary for graduates by program</li> <li>● Graduate satisfaction with job alignment to skills and education</li> </ul>
	Student satisfaction scores from surveys	<ul style="list-style-type: none"> <li>● Overall satisfaction score with academic programs and services</li> <li>● Satisfaction with course content, delivery, and assessment methods</li> <li>● Ratings for campus facilities, support services, and administrative processes</li> <li>● Likelihood to recommend IBCM to peers</li> </ul>
	Staff satisfaction scores from surveys	<ul style="list-style-type: none"> <li>● Overall job satisfaction score</li> <li>● Satisfaction with professional development opportunities</li> <li>● Ratings for work environment, management, and institutional support</li> <li>● Engagement and motivation scores</li> </ul>
	Financial performance and sustainability metrics	<ul style="list-style-type: none"> <li>● Revenue growth rate and diversification of funding sources</li> <li>● Expense-to-revenue ratio and cost efficiency</li> <li>● Percentage of budget allocated to academic and student support services</li> <li>● Financial reserves and endowment growth</li> </ul>
<b>Qualitative</b>	Feedback from students and staff on learning experiences and institutional services	<ul style="list-style-type: none"> <li>● Ratings on the quality and accessibility of learning resources</li> <li>● Feedback on administrative responsiveness and support</li> <li>● Satisfaction with extracurricular and support services</li> <li>● Suggestions for improvement from open-ended survey questions</li> </ul>
	Effectiveness of teaching methods and curriculum relevance	<ul style="list-style-type: none"> <li>● Ratings on teaching effectiveness and engagement in student feedback</li> <li>● Peer evaluations of teaching methods and classroom dynamics</li> </ul>

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		<ul style="list-style-type: none"> <li>• Industry feedback on curriculum relevance and alignment with current practices</li> <li>• Faculty self-assessment and reflection on teaching methodologies</li> </ul>
	Quality of professional development for faculty and staff	<ul style="list-style-type: none"> <li>• Number of professional development activities completed per staff member</li> <li>• Feedback on the applicability and impact of training programs</li> <li>• Improvement in teaching evaluations after professional development</li> <li>• Promotion rates and internal career progression among staff</li> </ul>
	Impact assessments from external stakeholders on partnerships and community engagement	<ul style="list-style-type: none"> <li>• Feedback from partners on the quality and impact of collaborations</li> <li>• Community satisfaction ratings for outreach and engagement initiatives</li> <li>• Number and scope of joint projects or events with external stakeholders</li> <li>• Long-term impact metrics, such as community benefits or skills development in collaborative projects</li> </ul>

#### 4.1.5. UIBM

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,

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- Infrastructure.

Key performance indicators are prepared for each unit and for the University. UIBM has KPI for institutional level and for the academic unit's level. This document contains data on the most important aspects of academic life such as:

**Teaching and Learning**

- Evaluation by students
- Student-Staff Ratio
- Trainings that have been developed and those that are necessary to be developed
- Academic and administrative staff performance
- Support services

**Students' performance**

- Annual Passing
- Abandonment of studies
- Graduation of students

**Quality assurance**

- Results from the reports of quality assurance, development and measurement instruments
- Scientific Research
- Scientific publications
- Staff participation in scientific conferences and other professional events
- Number of Citations
- Participation in research projects
- Cooperation with partners
- Meetings with business partners and other partners
- Proposals for changes in academic programs
- Community service activities
- University environment

The performance indicators' results, after analysis and discussions at the academic units and at the Rectorate level, are translated into improvement and development activities in the action plan of the academic unit and UIBM for the following academic year.

Category	KPI <sup>4</sup>	Metrics
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<sup>4</sup> <https://www.umib.net/en/quality-assurance-reports/>



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<b>Quantitative</b> 5	<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• The ratio between applicants for each study program and the number of students enrolled.</li> <li>• Student academic performance.</li> <li>• Number of students who dropout.</li> <li>• The ratio between the result of subtraction of the number of students transferred from the University of Mitrovica “Isa Boletini” from the number of students transferred to our university to the number of students before transfer.</li> <li>• The proportion of students who have graduated per year compared to the total number of students expected to graduate.</li> <li>• The number of students, who have completed bachelor studies with us, who within six months of graduation: a) were employed, b) continued master studies, c) were not employed and d) did not continue their studies.</li> <li>• Professor / student ratio.</li> <li>• Theory-practice ratio.</li> <li>• The number of new study programs.</li> </ul>
	<b>Quality Development</b>	<ul style="list-style-type: none"> <li>• Number of meetings of quality assurance coordinators/Vice-Deans for quality development with academic staff.</li> <li>• Number of meetings of quality assurance coordinators/Vice-Deans for quality development with students.</li> <li>• Number of meetings of quality assurance coordinators/Vice-Deans for quality development with stakeholders.</li> <li>• Number of quality-related trainings.</li> </ul>
	<b>Scientific Research</b>	<ul style="list-style-type: none"> <li>• The number of scientific publications as a first or</li> </ul>

<sup>5</sup> [https://drive.google.com/file/d/12DTBF2iZeZ1OedZQbiRKFENmW\\_s8Nh7/view](https://drive.google.com/file/d/12DTBF2iZeZ1OedZQbiRKFENmW_s8Nh7/view)



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		<p>corresponding author on journals indexed in Scopus and WoS.</p> <ul style="list-style-type: none"> <li>• The number of scientific publications as a co-author on journals indexed in Scopus and WoS.</li> <li>• The number of scientific publications as a first or corresponding author on journals indexed out of Scopus and WoS.</li> <li>• The number of scientific publications as a co-author on journals indexed out of Scopus and WoS.</li> <li>• Number of monographs published.</li> <li>• Number of books, dispenses, authorized lectures.</li> <li>• Number of international scientific conferences on which academic staff participated.</li> <li>• Number of scientific conferences/symposia organized by faculties.</li> <li>• Number of academic staff participated at scientific conferences within the country.</li> <li>• Number of research projects funded by external agencies through various grants.</li> <li>• Number of citations of papers in journals published by academic staff.</li> <li>• Number of meetings with the advisory bodies.</li> <li>• Number of changes offered in programs as a result of the recommendation of external stakeholders.</li> </ul>
	<b>Community Service</b>	<ul style="list-style-type: none"> <li>• Number of trainings provided for community.</li> <li>• Number of staff engaged in boards and commissions outside the university by faculties.</li> <li>• Number of public activities of university staff such as: public lectures, publications of various</li> </ul>

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		<p>articles in the media, various appearances in the media, etc.</p> <ul style="list-style-type: none"> <li>• Number of external visitors to the university.</li> <li>• Number of events that staff participated in charitable or voluntary activities outside the institution.</li> </ul>
	<b>International Cooperation</b>	<ul style="list-style-type: none"> <li>• Number of cooperation agreements.</li> <li>• Number of international organizations / institutions in which the University is a member.</li> <li>• Number of academic staff as members of scientific committees.</li> <li>• Number of cooperation activities with international institutions and organizations.</li> <li>• Number of cooperation activities between one academic unit with another institution outside the University.</li> <li>• Number of academic staff serving on the editorial boards of international scientific journals.</li> </ul>
	<b>University environment</b>	<ul style="list-style-type: none"> <li>• Number of book titles in the library.</li> <li>• Number students registered in the library.</li> <li>• Number of laboratories and equipment.</li> <li>• Number of computers for academic staff.</li> <li>• Number of computers for students.</li> <li>• Number of software available to academic staff.</li> <li>• Number of software available to students.</li> </ul>
	<b>Budget</b>	<ul style="list-style-type: none"> <li>• The sum of the University budget.</li> <li>• The way the budget is distributed.</li> </ul>
	<b>Human Resources</b>	<ul style="list-style-type: none"> <li>• Number of academic staff according to: qualification, gender, academic title, age.</li> <li>• Number of administrative staff according to: qualification, gender, age.</li> </ul>

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		<ul style="list-style-type: none"> <li>• The ratio of student-academic staff.</li> <li>• The ratio of student-administrative support staff.</li> <li>• The ratio of and student-technical staff.</li> <li>• The number of academic staff promoted.</li> <li>• The number of administrative staff promoted.</li> <li>• The number of technical staff promoted.</li> <li>• Number of staff that has received scholarships per year.</li> <li>• Number of academic, administrative and support staff as well as technical staff who have attended trainings.</li> <li>• Number of staff rotation as a result of retirement; termination of the contract; resignation.</li> </ul>
	<p><b>Promotion</b></p>	<ul style="list-style-type: none"> <li>• Number of website visitors per year.</li> <li>• Webometrics ranking for the last academic year.</li> <li>• Number of UIBM friends on social networks.</li> <li>• Number of UIBM promotional videos.</li> <li>• Number of published documents containing positive statistics for UIBM.</li> <li>• Number of success stories published for current students.</li> <li>• Number of success stories for Alumni.</li> <li>• Number of activities conducted with students.</li> <li>• Number of trainings offered to students and alumni.</li> <li>• Number of campus information sessions.</li> <li>• Number of virtual interviews.</li> <li>• Revised number of CVs, cover letters, and accompanying documents such as portfolios.</li> </ul>



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		<ul style="list-style-type: none"> <li>• Number of assistances to students in postgraduate studies and employment.</li> <li>• Number of activities organized and coordinated in the service of students.</li> <li>• Number of career counseling and orientation sessions.</li> <li>• Number of activities that ensure the creation of a welcoming environment that respects students' unique backgrounds, beliefs and goals.</li> </ul>
<b>Qualitative</b>	<b>Student Satisfaction</b>	<ul style="list-style-type: none"> <li>• Feedback on academic experience, including course content, teaching quality, and student support services.</li> </ul>
	<b>Teaching Quality Feedback</b>	<ul style="list-style-type: none"> <li>• Evaluations of teaching effectiveness from students, peers, and external experts.</li> </ul>
	<b>Teaching workload per faculty</b>	<ul style="list-style-type: none"> <li>• Evaluations of teaching workload per faculty.</li> </ul>
	<b>Curriculum Review</b>	<ul style="list-style-type: none"> <li>• Review and update of the curriculum.</li> </ul>
	<b>Curriculum Relevance</b>	<ul style="list-style-type: none"> <li>• Degree to which programs align with current industry trends and job market demands.</li> <li>• Feedback from external industry stakeholders.</li> </ul>
	<b>Alumni Feedback</b>	<ul style="list-style-type: none"> <li>• Input from former students on the effectiveness of education in preparing them for careers.</li> </ul>
	<b>Employer Satisfaction</b>	<ul style="list-style-type: none"> <li>• Feedback from employers on graduate preparedness and workplace performance.</li> </ul>
	<b>Quality of Support Services</b>	<ul style="list-style-type: none"> <li>• Student feedback on academic advising, counseling, and other support services.</li> </ul>
	<b>Quality of investing in infrastructure</b>	<ul style="list-style-type: none"> <li>• Level of investment in infrastructure.</li> </ul>

## 5. MEASUREMENT AND ANALYSIS OF KPIS

### 5.1.1. WBU

Measuring and analyzing Key Performance Indicators (KPIs) at Western Balkans University, involves systematic processes done by each unit/office at institutional levels in terms of Data Collection Methods (surveys and questionnaires, administrative records, and academic performance metrics), Data Analysis Techniques (statistical analysis) and Reporting and Review (preparation of regular annual or bi-annual reports summarizing KPI findings, trends, and insights, actionable recommendations based on the data).

Objectives	Action to be taken	Implementation Period	Action by	Success indicators
<p><b>Accountability and Responsibility:</b></p> <p>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 WBU.</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>- Percentage of faculty participating in training and development programs.</p> <p>- Number of professional development opportunities offered to staff annually on quality assurance practices.</p> <p>- Set up an activity plan for IQAU-related processes and publishing into the website</p> <p>- Faculty and Staff Engagement in Quality Assurance Processes</p>	Annual 2023	IQAU	<ul style="list-style-type: none"> <li>● Updated QA mechanism<sup>6</sup></li> <li>● Training academic and administrative staff<sup>7,8</sup></li> <li>● Updating and enriching the IQAU web page with new information<sup>9</sup></li> <li>● WBU 2023-2030 Strategic Plan (Strategic Area 8- Quality Assurance and Management)<sup>10</sup></li> </ul>

<sup>6</sup> <https://iqau.wbu.edu.al/en/quality-instruments>

<sup>7</sup> <https://iqau.wbu.edu.al/en/plan>

<sup>8</sup> [https://iqau.wbu.edu.al/assets/img/documents/22-23/en/REPORT\\_ON\\_THE\\_RESULTS\\_OF\\_THE\\_NEED\\_FOR\\_TRAINING\\_IN\\_REGARD\\_TO\\_THE\\_PROFESSIONAL\\_DEVELOPMENT\\_OF\\_THE\\_ACADEMIC\\_AND\\_ADMINISTRATIVE\\_STAFF.pdf](https://iqau.wbu.edu.al/assets/img/documents/22-23/en/REPORT_ON_THE_RESULTS_OF_THE_NEED_FOR_TRAINING_IN_REGARD_TO_THE_PROFESSIONAL_DEVELOPMENT_OF_THE_ACADEMIC_AND_ADMINISTRATIVE_STAFF.pdf)

<sup>9</sup> <https://iqau.wbu.edu.al/>

<sup>10</sup> [https://wbu.edu.al/assets/documents/3.1\\_WBU\\_2023-2030\\_Strategic\\_Plan.pdf](https://wbu.edu.al/assets/documents/3.1_WBU_2023-2030_Strategic_Plan.pdf)



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<p><b>Transparency:</b></p> <p>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>Departments have to establish committees or organize meetings to engage with industry representatives</p> <p>Develop and distribute questionnaires to businesses</p> <p>Gather, analyze and interpret data and include findings in the IQAU annual report.</p>	<p>Annual</p>	<p>Departments Faculties – IQAU -</p>	<p>General Regulation amended and published online<sup>11</sup></p> <p>Analytical Report of the survey will be included in the annual IQAU report and published online</p>
<p><b>Integrated and systemic approach:</b></p> <p>Quality assurance as an integrated approach and appropriate processes intended to involve teaching-learning, and research, and the relation between them.</p> <p>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>Evaluate the quality of academic programs, accreditation status, student outcomes, faculty qualifications, and research productivity to ensure academic excellence.</p> <p>Students' questionnaire for evaluation of teachers</p> <p>Percentage of students completing their programs within the standard timeframe.</p> <p>Percentage of student's retention Student Satisfaction</p> <p>Assessment Results</p> <p>Scientific Research Annual Budget</p> <p>Number of research publications</p>	<p>Annual</p>	<p>Rectorate Faculties Departments and IQAU</p>	<ul style="list-style-type: none"> <li>• Decision of the Academic Senate to approve the revised regulations of the study programs</li> <li>• Number of institutional accountability reports published annually.</li> <li>• Including QA mechanisms in the Action plans of the departments</li> <li>• Internal Quality Assessment results report made by students<sup>12</sup> (data from Dec 2023)</li> <li>• Students can access guides and manuals related to the teaching processes at the SmartWBU LMS<sup>13</sup></li> </ul>

<sup>11</sup> [https://wbu.edu.al/assets/documents/2.2\\_Basic\\_Regulation\\_of\\_Western\\_Balkans\\_University.pdf](https://wbu.edu.al/assets/documents/2.2_Basic_Regulation_of_Western_Balkans_University.pdf)

<sup>12</sup> [https://iqau.wbu.edu.al/assets/img/documents/22-23/en/INTERNAL\\_QUALITY\\_ASSESSMENT\\_RESULTS\\_REPORT\\_MADE\\_BY\\_STUDENTS.pdf](https://iqau.wbu.edu.al/assets/img/documents/22-23/en/INTERNAL_QUALITY_ASSESSMENT_RESULTS_REPORT_MADE_BY_STUDENTS.pdf)

<sup>13</sup> <https://smart.wbu.edu.al/>





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	Number of Research activities			
<p><b>Continuous improvement:</b></p> <p>Continuous 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>Formalize an approach to the setting, moderation and marking of assessments, which can actively involve discipline-level expertise alongside quality management verification.</p>	<p>Promote and sustain culture for excellence in teaching.</p> <p>Improving didactics through innovative technologies</p> <p>Inform the students for new policies, by adding this information to the Student Handbook</p> <p>Publish the amended Didactic Regulation and Student Guide in the university's website.</p>	Annual	Head of Departments Deans and Legal Office	<ul style="list-style-type: none"> <li>• Modern Infrastructure</li> </ul> <p>Updating Student Handbook with respective information</p>
Amend opportunities for continuous professional development for all teaching staff to emphasize distinctions between EQF levels.	Number of professional development opportunities offered to staff annually on quality assurance practices.	Annual	HR - Project Office	<ul style="list-style-type: none"> <li>• Staff Training</li> </ul>
Establish a recognized process for the Student Registry Office to formally communicate with academic staff, details of students with disabilities and international.	<p>University shall support students with disabilities and international</p> <p>Responsible units shall revise the current procedures so that they better cater for students with disabilities</p> <p>Adjustments and infrastructure support for 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.</p>	Annual (end of June period)	Legal Office Registrar Office Departments and Faculties	<ul style="list-style-type: none"> <li>• Procedures for students with disabilities</li> <li>• Students Admission procedure <a href="#">Bachelor Master International students</a></li> <li>• <a href="#">Publish online information on campus infrastructure</a></li> </ul>



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<p>Develop clear stipulations for ongoing monitoring of data to guarantee its reliability and indicate what data is worth collecting according to its usefulness.</p>	<p>WBU shall develop a Manual on the types of reports can be download from the Learning Management Systems</p>	<p>December 2024</p>	<p>IT Office</p>	<p>List of guides and manuals published on SmartWBU</p> <p><b>For students</b> 1- Students Handbook 2- Exam Instructions for Students</p> <p><b>Professor Guides &amp; Regulations</b> 1- WBU Final Course Evaluation Form 2- WBU Anonymization Exams 3- Duties and Responsibilities of Invigilators 4- Examination Rules for Lecturers 5- Midterm and Final Exam templates in Albanian and English. 6- Project Template in Albanian and English.</p>
<p>Amend the student guide to include detailed information that governs the student journey to comprehensively inform students about their academic responsibilities and opportunities.</p>	<p>WBU will regularly update the student Handbook, by including detailed information about academic procedures that students have to follow.</p> <p>The purpose of updating the Student Handbook is to include information about academic responsibilities</p>	<p>March 2024</p>	<p>Legal Office - IQAU</p>	<p>Updating the Student Handbook<sup>14</sup></p>
<p>Further develop and formalise processes for ongoing monitoring activities to ensure feedback can be actioned in a timely, relevant and systematic manner.</p>	<p>Updating the Periodic Program Review Procedure by IQAU.</p> <p>Include additional QA mechanisms based on ESG 2015</p> <p>Include QA mechanisms in regulations</p>	<p>Annual</p>	<p>Rectorate + IQAU</p>	<ul style="list-style-type: none"> <li>● Updating regulations</li> <li>● Updating format of Annual Report of IQAU</li> </ul>
<p>Embed internal procedures to ensure that programmes and syllabi continue to be set at the correct level and learning outcomes are consistently</p>	<p>Curricula Revision Committees have been established at the faculty level</p>	<p>Ongoing</p>	<p>Curriculum Office</p>	<ul style="list-style-type: none"> <li>● Curricula Annual Monitoring Report</li> <li>● Syllabi Annual Monitoring Report</li> </ul>

<sup>14</sup> <https://drive.google.com/file/d/1QBRwwJhZkrqIW7WcSAGEPv1Lc3x2XmZg/view>



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<p>formulated so as to support teaching, learning and assessment activities and that they align with the European Qualifications Framework</p>	<p>Annual Monitoring and Review process is followed by respective unit/staff</p> <p>Rating of teaching performance based on student feedback and faculty evaluations.</p> <p>Overall satisfaction rating from student surveys on courses, faculty, and facilities.</p>			
<p><b><i>QA policy vs academic freedom and integrity:</i></b></p> <p>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. The formal approach taken by the institution to actively support non-discriminatory practices, understanding that the emphasis the University places is fairly unique in the cultural context it embodies</p>	<p>Continue to ensure equal opportunities to all students and staff</p> <p>Academic freedom allows faculty members to engage in independent thought and research, explore new ideas, and teach subjects without external pressure or interference.</p> <p>Academic integrity involves adherence to ethical standards in teaching, research, and scholarship.</p> <p>WBU encourages innovative teaching practices, interdisciplinary research, and new forms of student engagement, while ensuring these innovations meet the quality standards set by the institution.</p>	<p>Continuous</p>	<p>Rectorate</p>	<ul style="list-style-type: none"> <li>● Updated procedures</li> <li>● Develop adequate QA policies based on provided inputs and feedback from faculty, administrators, and external stakeholders.</li> </ul>

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### 5.1.2. LU

LU's performance analysis uses a combination of statistical methods for quantitative data (e.g., student pass rates, time to graduation) and thematic analysis for qualitative data (e.g., open-ended student feedback). This mixed-methods approach ensures comprehensive evaluation of the university's QA systems.

Data for measuring KPIs is collected through several methods, including:

- **Student Surveys:**  
Developed by the IQAU and conducted at the end of each semester, prior to examinations, to gather data on the quality of teaching and lecturer performance from the students' perspective.
- **Peer Reports and Internal Evaluations:**  
Faculty members are also evaluated by their colleagues based on collaboration, support provided, and their engagement in collective faculty projects.
- **Scientific Research Data:**  
This includes scientific publications, the number of articles accepted in high-impact journals, and participation in academic conferences.

#### Data Analysis and Interpretation

After data collection, the information is analyzed by the Dean's Office to identify areas where lecturer performance is excellent and areas where there is room for improvement. The analysis of data for KPIs is conducted in two forms:

- **Quantitative Analysis:**  
The numerical data collected from surveys and reports are processed to evaluate the lecturer's performance level in each area.
- **Qualitative Analysis:**  
Suggestions and comments from students and colleagues are reviewed to highlight qualitative issues that may affect the overall quality of teaching and the lecturer's collaboration.

#### Reporting and Monitoring of Results

The data collected and analyses conducted by the Dean's Office are presented by the IQAU in the form of periodic reports to the Academic Senate and the Board of Administration. These reports include:

- Lecturer performance in each indicator.

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- Recommendations for improvement based on the results of the measurements.
- An action plan for improving performance where necessary.

Use of Results for Decision-Making

Based on the results of the KPIs, the university takes actions to improve the quality of teaching and supports faculty members to enhance their performance where needed. Decisions regarding the professional development of lecturers, promotions, or the need for additional training are based on these results.

Objectives	Action to be taken	Implementation Period	Action by	Success indicators
<p>Accountability and Responsibility:</p> <p>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 LU.</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>- Percentage of faculty-departments participating in training and development programs.</p> <p>- Number of professional development opportunities offered to staff annually on quality assurance practices.</p> <p>- Set up an activity plan for IQAU-related processes and publishing into the website</p> <p>- Faculty and Staff Engagement in Quality Assurance Processes</p>	Annual	IQAU Faculty Department	<ul style="list-style-type: none"> <li>● Updated QA manual</li> <li>● New documents of QA plan and QA policies</li> <li>● Training academic and administrative staff</li> <li>● Updating and enriching the IQAU webpage with new information</li> </ul>



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<p>Transparency:</p> <p>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 ensures any informal communication is captured formally so that actions can be considered and the feedback loop closed.</p>	<p>Enhance the work of Quality Assurance Commission at institutional and faculty level, and specifically their cooperation with industry representatives</p> <p>Develop and distribute questionnaires to businesses</p> <p>Gather, analyze and interpret data and include findings in the IQAU annual report.</p>	<p>Annual</p>	<p>Departments Faculties – IQAU – QAC at faculty and institutional level</p>	<p>Analytical Report of the survey will be included in the annual IQAU report and published online</p>
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<p>Integrated and systemic approach:</p> <p>Quality assurance as an integrated approach and appropriate processes intended to involve teaching-learning, and research, and the relation between them.</p> <p>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>Evaluate the quality of academic programs, accreditation status, student outcomes, faculty qualifications, and research productivity to ensure academic excellence.</p> <p>Students' questionnaire for evaluation of teachers</p> <p>Percentage of students completing their programs within the standard timeframe.</p> <p>Percentage of student's retention Student Satisfaction</p> <p>Assessment Results</p> <p>Scientific Research Annual Budget</p> <p>Number of research publications</p> <p>Number of Research activities</p>	<p>Annual</p>	<p>Rectorate Faculties Departments and IQAU Students Office</p>	<ul style="list-style-type: none"> <li>● Decision of the Academic Senate to approve the revised regulations of the study programs</li> <li>● Number of institutional accountability reports published annually.</li> <li>● Including QA mechanisms in the Action plans of the departments</li> <li>● Internal Quality Assessment results report made by students</li> </ul>
<p>Continuous improvement:</p> <p>Continuous 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>Promote and sustain culture for excellence in teaching.</p> <p>Improving didactics through innovative technologies</p> <p>Inform the students for new policies, by adding this information to the Student Handbook</p>	<p>Annual</p>	<p>Head of Departments Deans and Legal Office IQAU</p>	<ul style="list-style-type: none"> <li>● Modern Infrastructure</li> </ul> <p>Updating Student Handbook with respective information</p>



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Amend opportunities for continuous professional development for all teaching staff to emphasize distinctions between EQF levels.	Number of professional development opportunities offered to staff annually on quality assurance practices.	Annual	HR - Project Office, IQAU	<ul style="list-style-type: none"> <li>• Staff Training</li> </ul>
Establish a recognized process for the Student Registry Office to formally communicate with academic staff, details of students with disabilities and international.	<p>University shall support students with disabilities and international</p> <p>Responsible units shall revise the current procedures so that they better cater for students with disabilities</p> <p>Adjustments and infrastructure support for exam arrangement, student international mobility, etc.</p>	Annual (end of June period)	Legal Office Registrar Office Departments and Faculties	<ul style="list-style-type: none"> <li>• Procedures for students with disabilities</li> <li>• Students Admission Registry Office</li> </ul>
Amend the student guide to include detailed information that governs the student journey to comprehensively inform students about their academic responsibilities and opportunities.	<p>LU will regularly update Student Handbook, by including detailed information about academic procedures that students have to follow.</p> <p>The purpose of updating the Student Handbook is to include information about academic responsibilities</p>	March 2024	Legal Office - IQAU	Updating the Student Handbook
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.</p> <p>Include additional QA mechanisms based on ESG 2015</p> <p>Include QA mechanisms in regulations</p>	Annual	Rectorate + IQAU	<ul style="list-style-type: none"> <li>• Updating regulations</li> <li>• Updating format of Annual Report of IQAU</li> </ul>





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<p>Embed internal procedures to ensure that programmes and syllabi continue to be set at the correct level and learning outcomes are consistently formulated so as to support teaching, learning and assessment activities and that they align with the European Qualifications Framework</p>	<p>Curricula Revision Comities have been established at the faculty level</p> <p>Annual Monitoring and Review process is followed by respective unit/staff</p> <p>Rating of teaching performance based on student feedback and faculty evaluations.</p> <p>Overall satisfaction rating from student surveys on courses, faculty, and facilities.</p>	<p>Annual</p>	<p>Curriculum Office</p>	<ul style="list-style-type: none"> <li>● Curricula Annual Monitoring Report</li> <li>● Syllabi Annual Monitoring Report</li> </ul>
<p>QA policy vs academic freedom and integrity:</p> <p>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. The formal approach taken by the institution to actively support non-discriminatory practices, understanding that the emphasis the University places is fairly unique in the cultural context it embodies</p>	<p>Continue to ensure equal opportunities to all students and staff</p> <p>Academic freedom allows faculty members to engage in independent thought and research, explore new ideas, and teach subjects without external pressure or interference.</p> <p>Academic integrity involves adherence to ethical standards in teaching, research, and scholarship.</p> <p>LU encourage innovative teaching practices, interdisciplinary research, and new forms of student engagement, while ensuring these innovations meet the quality standards set by the institution.</p>	<p>Continuous</p>	<p>Rectorate IQAU</p>	<ul style="list-style-type: none"> <li>● New document on policy procedures</li> <li>● Develop adequate QA policies based on provided inputs and feedbacks from faculty, administrators, and external stakeholders.</li> </ul>



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**5.1.3. U\_POLIS**

<b>Objectives</b>	<b>Action to be taken</b>	<b>Implementation Period</b>	<b>Action by</b>	<b>Success indicators</b>
<p><b>Accountability and Responsibility:</b></p> <p>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 trainings 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>	<ul style="list-style-type: none"> <li>• Updated QA manual</li> <li>• No of staff trained</li> <li>• Updating the IQAU menu on POLIS Website with new information</li> </ul>
<p><b>Transparency:</b></p> <p>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</p>	<p>Set up Advisory Board in Department level with industry representatives</p> <p>Sanction the organisation and role of these Boards in the General Regulation</p> <p>Develop and distribute questionnaires</p>	<p>June 2024</p> <p>June 2024</p> <p>July 2024</p> <p>July 2024</p>	<p>Department – IQAU - SSSCO</p>	<ul style="list-style-type: none"> <li>• General Regulation amended and published online</li> <li>• Advisory Boards approved by the Senate</li> <li>• Analytical Report of the survey included in the annual IQAU report and published online</li> </ul>



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engage with quality assurance processes and ensures any informal communication is captured formally so that actions can be considered and the feedback loop closed.	to businesses  Gather, analyse and interpret data and include findings in the IQAU annual report.			
<p><b><i>Integrated and systemic approach:</i></b></p> <p>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>	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 in accordance with their respective EQL.	September 2024	Rectorate	<ul style="list-style-type: none"> <li>● Decision of the Rector</li> <li>● Decision of the Academic Senate to approve the revised regulations of the study programs</li> <li>● Work plan of the ad-hoc commission</li> <li>● Weekly progress reports of the commission</li> </ul>
<p><b><i>Continuous improvement:</i></b></p> <p>POLIS continuously and cyclically</p>	University shall revise the Didactic Regulation, adding a specific article on Marking and	February 2025	Head of Departments - Deans + Legal	<ul style="list-style-type: none"> <li>● Revised Didactic Regulation accessible online</li> </ul>

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<p>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 expertise alongside quality management verification.</p>	<p>Moderation policy, in order to provide guidance to academic staff in their marking and moderation procedures.</p> <p>Inform the students for new marking and moderation policy, by adding this information to the Student Guide</p> <p>Publish the amended Didactic Regulation and Student Guide in the university's website.</p>	<p>March 2025</p> <p>March 2025</p>	<p>Office</p>	<ul style="list-style-type: none"> <li>Updating Student Guide with respective information on Marking and moderation policy accessible online</li> </ul>
<p>Amend opportunities for continuous professional development for all teaching staff to emphasise distinctions between EQF levels.</p>	<p>POLIS university shall organise a plenary and subsequent parallel training in department level to discuss the differences in intended outcomes, methodology, assessment criteria across study programs according to the EQF levels</p>	<p>March - May 2025</p>	<p>HR - Project Office</p>	<ul style="list-style-type: none"> <li>Staff Training Calendar</li> </ul>
<p>Establish a recognised process</p>	<p>University shall assign a new position Disability advisor or learning support coordinator who can deal with students with disabilities.</p> <p>Responsible units</p>	<p>September 2024</p> <p>September 2024</p>	<p>Legal Office + SSSCO + Registrar</p>	<ul style="list-style-type: none"> <li>Decision of the Rector for staff appointed as Disability advisor or Learning support</li> <li>Procedures for students</li> </ul>



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<p>for the Student Registry Office to formally communicate with academic staff, details of students with disabilities.</p>	<p>shall revise the current procedures so that they better cater for students with disabilities such as Admission procedure + admission test, Adjustments and support for 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 on how many students have certain needs and concerns.</p>	<p>October 2024</p>		<p>with disabilities</p> <ul style="list-style-type: none"> <li>• Survey for students with disabilities</li> </ul>
<p>Develop clear stipulations for ongoing monitoring of data to guarantee its reliability and indicate what data is worth collecting according to its usefulness.</p>	<p>University shall develop a Manual on the types of reports can be download from the Information Management Platform - PITAGORA</p>	<p>December 2024</p>	<p>IT - Legal Office - Registrar</p>	<ul style="list-style-type: none"> <li>• Manual on Data and reports downloads from PITAGORA system</li> </ul>
<p>Amend the student guide to include detailed information that governs the student journey to</p>	<p>University shall update the Chapter 4 Rules and Regulations of Student Guide, by</p>	<p>September 2024</p>	<p>Legal Office - IQAU</p>	<ul style="list-style-type: none"> <li>• Updating the Student Guide</li> </ul>



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<p>comprehensively inform students about their academic responsibilities and opportunities.</p>	<p>including detailed information about academic procedures that students have to follow. 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.</p>			
<p>Further develop and formalise processes for ongoing monitoring activities to ensure feedback can be actioned in a timely, relevant and systematic manner.</p>	<p>Updating the Periodic Program Review Procedure by IQAU. This update should include the information of 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>	<p>October 2024</p>	<p>Rectorate + IQAU</p>	<ul style="list-style-type: none"> <li>● Updating format of Annual Report of IQAU</li> <li>● Updating regulation of IQAU</li> <li>● Design a diagram for IQAU provides an overview of the process</li> </ul>
<p>Embed internal procedures to ensure that programmes and syllabi continue to be set at the correct level and learning outcomes are</p>	<p>Curricula Revision Comities have been established at the faculty level Annual Program Monitoring and Review (APMR)</p>	<p>Ongoing</p>	<p>Curricula Revision committees for each faculty</p>	<ul style="list-style-type: none"> <li>● Curricula Annual Monitoring Report</li> <li>● Syllabi Annual Monitoring Report</li> </ul>

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<p>consistently formulated so as to support teaching, learning and assessment activities and that they align with the European Qualifications Framework</p>	<p>process has been set up, Curricula Revision committees should ensure that the relevant process is followed by respective unit/staff</p> <p>Program Modification Process (PMP), Curricula Revision committees should ensure that the relevant process is followed by respective unit/staff</p>			<ul style="list-style-type: none"> <li>• Programme Modification Request</li> </ul>
<p><b>QA policy vs academic freedom and integrity:</b> 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. The formal approach taken by the institution to actively support non-discriminatory practices, understanding that the emphasis the University places is fairly unique in the cultural context it embodies</p>	<p>Continue to ensure equal opportunities to all students and staff via Gender Equality Plan</p>	<p>Continuous</p>	<p>Rectorate</p>	<p>Updated procedures</p>

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

#### 5.1.4. IBCM

The data collection process for quantitative KPIs is largely automated, using integrated management systems that track real-time metrics such as student enrollment, course completion, and financial data. These systems allow us to generate detailed reports at regular intervals (e.g., quarterly, annually) to monitor trends and compare performance against set benchmarks.

For qualitative KPIs, we employ a more human-centered approach through annual surveys, structured interviews, and focus group discussions with students, faculty, and external partners. These feedback mechanisms are crucial for understanding the subjective experiences of our stakeholders, ensuring that we respond to their needs and expectations.

Once data is collected, it undergoes rigorous analysis by our Quality Assurance (QA) team. Quantitative data is analyzed using statistical methods to identify patterns, trends, and deviations from expected performance. Comparisons are made across different time periods and departments to highlight areas for improvement. Additionally, performance is benchmarked against other higher education institutions within the European Higher Education Area (EHEA) to ensure alignment with international standards.

Qualitative data is analyzed using thematic analysis techniques to extract common themes and insights from open-ended feedback. The QA team categorizes feedback into actionable items, which are then integrated into strategic planning and operational adjustments.





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<b>Objectives</b>	<b>Action to be taken</b>	<b>Implementation Period</b>	<b>Action by</b>	<b>Success indicators</b>
<p><b>Accountability and Responsibility:</b></p> <p>The members of the college 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 Additional trainings and capacity building activities (study visits and workshops to be organised in the framework of international projects)</p> <p>Set up a diagram for IQAU processes and publishing into the Website, while providing additional information based on newly developed regulation and manual</p>	<p>Annual</p> <p>Annual</p>	<p>IQAU</p>	<p>Updated QA manual No of staff trained Website with new information</p>
<p><b>Transparency:</b></p> <p><i>The findings and results of QA processes are shared with all relevant stakeholders, reinforcing a culture of transparency and accountability toward external parties and the broader public.</i></p> <p>Offer regular formal opportunities for all stakeholder groups to engage in quality assurance processes, ensuring that any informal feedback is formally documented to enable action and complete the feedback loop.</p>	<p>Set up Advisory Board at the college level with industry representatives</p> <p>Sanction the organization and role of these Boards in the QA Regulation</p> <p>Develop and distribute questionnaires to businesses</p> <p>Gather, analyse and interpret data and include findings</p>	<p>June 2024</p> <p>June 2024</p> <p>July 2024</p> <p>July 2024</p>	<p>QA Department</p>	<p>General Regulation amended and published online Advisory Boards approved by the Senate Analytical Report of the survey included in the annual IQAU report and published online</p>



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	in the IQAU annual report.			
<p><b><i>Integrated and systemic approach:</i></b></p> <p>Quality assurance at IBCM takes an integrated approach, incorporating processes that engage teaching, learning, research, and their interconnections. The quality of the institution and its programs will be assessed based on a comprehensive collection of evidence, rather than relying on any single source.</p> <p>Update course documentation to ensure that course specifications clearly articulate learning outcomes, directly aligned with educational levels defined by the European and National Qualifications Frameworks.</p>	<p>The college shall establish a temporary 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 in accordance with their respective EQL.</p>	September 2024	Rectorate	<ul style="list-style-type: none"> <li>● Decision of the Rector and Deans</li> <li>● Decision of the Academic Council to approve the revised regulations of the study programs</li> <li>● Work plan of the ad-hoc commission</li> <li>● Progress reports of the commission</li> </ul>
<p><b><i>Continuous improvement:</i></b></p> <p>IBCM engages in continuous, cyclical internal quality processes to assess the current state, identify improvement areas, and propose necessary actions, with participation from stakeholders at</p>	<p>The College shall revise the Study Regulation, adding a specific article on assessment, in order to provide guidance to academic staff in their marking and moderation procedures.</p> <p>Inform the</p>	<p>February 2025</p> <p>March 2025</p> <p>March 2025</p>	<p>Head of Departments - Deans + Legal Office</p>	<ul style="list-style-type: none"> <li>● Revised Study Regulation accessible online</li> <li>● Updating Student Guide with respective information on</li> </ul>

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<p>all levels, including students.</p> <p>Establish a formal approach for setting, moderating, and marking assessments that incorporates discipline-specific expertise alongside quality management verification.</p>	<p>students for new assessment, by adding this information to the Student Guide</p> <p>Publish the amended Study Regulation and Student Guide in the college's website.</p>			<p>assessment and make it accessible online</p>
<p>Enhance continuous professional development opportunities for all teaching staff to emphasize distinctions between EQF levels.</p>	<p>IBCM will organize a plenary session followed by department-level training sessions to discuss differences in intended outcomes, methodologies, and assessment criteria across study programs in alignment with EQF levels.</p>	<p>March - May 2025</p>	<p>HR - Project Office</p>	<ul style="list-style-type: none"> <li>● Staff Training Calendar</li> </ul>
<p>Implement an established process for the Student Registry Office to formally communicate details of students with disabilities to academic staff.</p>	<p>The college will establish a new position, Disability Advisor or Learning Support Coordinator, to support students with disabilities.</p> <p>Relevant units will revise current procedures to better accommodate students with disabilities, including admissions procedures and tests, exam adjustments and support, and</p>	<p>September 2024</p> <p>September 2024</p> <p>October 2024</p>	<p>Legal Office + SRC+ Registrar</p>	<ul style="list-style-type: none"> <li>● Decision of the Rector for staff appointed as Disability advisor or Learning support</li> <li>● Procedures for students with disabilities</li> <li>● Survey for students with</li> </ul>



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	<p>international mobility opportunities.</p> <p>Develop a survey for all new students to identify the number of students with disabilities, including questions about shielding status, underlying health conditions, and vulnerability. This information will provide the university with valuable insights into the specific needs and concerns of its student population.</p>			disabilities
<p>Establish clear guidelines for the continuous monitoring of data to ensure its reliability and to identify which data is valuable to collect based on its usefulness.</p>	<p>The college will create a manual detailing the types of reports available for download from the Information Management Platform, IBCM Hello.</p>	December 2024	IT - Legal Office - Registrar	Manual on Data and reports downloads from IBCM Hello system
<p>Amend the student guide to include detailed information that governs the student journey to comprehensively inform students about their academic responsibilities and opportunities.</p>	<p>The college will revise Chapter 4, "Rules and Regulations," of the Study Regulation to include detailed information on the academic procedures students must follow. This update aims to concisely present students' academic responsibilities as outlined in the Study Regulations.</p>	September 2024	Legal Office - IQAU	Updating the Student Guide
	<p>The IQAU will update the Periodic</p>	October 2024	Rectorate + IQAU	<ul style="list-style-type: none"> <li>Updating format of Annual</li> </ul>

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<p>Further develop and formalize processes for ongoing monitoring to ensure feedback is addressed promptly, effectively, and systematically.</p>	<p>Program Review Procedure to outline how results and recommendations from self-evaluations, peer reviews, academic standards assessments, student feedback, and external stakeholder input are communicated. Additionally, the IQAU regulation will be revised to specify the processes for sharing these results with other units.</p>			<p>Report of IQAU</p> <ul style="list-style-type: none"> <li>• Updating regulation of IQAU</li> <li>• Design a diagram for IQAU provides an overview of the process</li> </ul>
<p>Integrate internal procedures to ensure that programs and syllabi are consistently set at the appropriate level, with clearly formulated learning outcomes that support teaching, learning, and assessment activities, in alignment with the European Qualifications Framework.</p>	<p>Curricula Revision Committees have been established at the faculty level to oversee curriculum updates. An Annual Program Monitoring and Review (APMR) process is in place, and these committees are responsible for ensuring that each unit/staff member adheres to the relevant procedures. Similarly, the Program Modification Process (PMP) is monitored by the committees to ensure compliance with established protocols.</p>	<p>Ongoing</p>	<p>Curricula Revision committees for each faculty</p>	<p>Curricula Annual Monitoring Report Syllabi Annual Monitoring Report Programme Modification Request</p>
<p><b><i>QA policy vs academic freedom and integrity:</i></b> The institution's quality policy should uphold and encourage integrity, diversity, innovation, and</p>	<p>Continue to ensure equal opportunities to all students and staff via Gender Strategy</p>	<p>Continuous</p>	<p>Rectorate and Faculties</p>	<p>Updated procedures</p>

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<p>academic freedom, without restricting academic creativity. At the same time, it must effectively prevent and address any form of academic misconduct, while protecting against intolerance or discrimination toward staff, students, or others. The institution's formal commitment to non-discriminatory practices reflects a unique emphasis on inclusivity within its cultural context.</p>				
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**5.1.5. UIBM**

The UIBM summarizes key performance indicators (KPIs) for the faculties at University “Isa Boletini” in Mitrovica.

The importance of these KPIs lies in their ability to gauge both academic and administrative performance.

The measurements were gathered from individual faculty reports, which break down the data by study programs, levels (Bachelor and Master), and academic years.

In terms of analysis, the results help identify both strengths and areas for improvement. Overall, the results provide a snapshot of the university's operational efficiency and academic success, using KPIs to ensure continuous improvement.

Measuring and analyzing KPIs for our university is crucial because it helps of decision-making process, improves accountability, promotes continuous improvement, enhances student success, helps on achievement of institutional goals, identifies areas where resources can be optimized, facilitates regulatory compliance and improves stakeholder engagement.

By utilizing data, organizations can adjust to changing circumstances and stay dedicated to their goal of offering excellent education and services.



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Objectives	Action to be taken	Implementation Period	Action by	Success indicators
<p><b>Accountability and Responsibility:</b></p> <p>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 UIBM.</p> <p>Strengthen the links between quality assurance policy and cross institutional implementation of the strategic plan to support their alignment.</p>	<p>Staff Training – academic &amp; administrative</p> <p>- Conduct regular performance evaluations for staff and faculty</p> <p>- Percentage of faculty members participating in training and development programs.</p> <p>- Number of professional development opportunities offered to staff annually on quality assurance practices.</p> <p>- Faculty and Staff Engagement in Quality Assurance Processes</p> <p>- Establish clear governance structures and roles</p> <p>- Empower mechanisms for reporting and addressing grievances</p> <p>- Monitor and report on progress toward institutional goals and objectives derived from the improvement plan<sup>15</sup> of UIBM</p>	Annually/Ongoing	Academic unit, QAO & HR office	<ul style="list-style-type: none"> <li>● Staff performance evaluations completed</li> <li>● Academic and administrative staff trained</li> <li>● Updating and enriching the QA webpage with new information<sup>16</sup></li> <li>● Publicly available governance structure documentation that is available to all stakeholders involved</li> <li>● The number of complaints that are filed and settled in a given period of time increased</li> <li>● Objectives fulfilled</li> </ul>
<p><b>Transparency:</b></p> <p>The findings and</p>	<p>- Establish a comprehensive policy for</p>	Annual/ Ongoing	Rectorate, Academic units &	<ul style="list-style-type: none"> <li>● Policy published and</li> </ul>

<sup>15</sup> <https://www.umib.net/wp-content/uploads/2024/10/Improvement-plan-2024-UIBM.pdf>

<sup>16</sup> <https://www.umib.net/en/quality-assurance-office/quality-structure-in-umib/>



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<p>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 ensures any informal communication is captured formally so that actions can be considered and the feedback loop closed.</p>	<p>transparency</p> <ul style="list-style-type: none"> <li>- Implement a feedback mechanism for stakeholders to express concerns and suggestions</li> <li>- Develop and distribute questionnaires to external stakeholders</li> <li>- Share frequent updates on the procedures and results of decision-making</li> <li>- Gather, analyze and interpret data and include findings in the QAO annual report</li> <li>- Ensure that important documents (such as policies and strategic plans) are easily accessible on the university website</li> </ul>		<p>QAO</p>	<p>communicated to all stakeholders</p> <ul style="list-style-type: none"> <li>● Number of feedback submissions increased</li> <li>● Share frequent updates on the procedures and results of decision-making</li> <li>● The number of updates shared with stakeholders rises</li> <li>● Analytical Report of the survey will be included in the annual QAO report and published online</li> <li>● All important documents published</li> </ul>
<p><b><i>Integrated and systemic approach:</i></b></p> <p>Quality assurance as an integrated approach and appropriate processes intended to involve teaching-learning, and research, and the relationship between them.</p> <p>Institutional/program quality will be judged based on a collection of</p>	<ul style="list-style-type: none"> <li>- Evaluate the quality of academic programs, accreditation status, student outcomes, faculty qualifications, and research productivity to ensure academic excellence</li> <li>- Students' questionnaire for evaluation of teachers</li> <li>- Percentage of students completing their programs within the standard timeframe</li> </ul>	<p>Annual/Ongoing</p>	<p>Rectorate, Academic units and QAO</p>	<ul style="list-style-type: none"> <li>● Decision of the Academic Senate to approve the revised regulations of the study programs</li> <li>● Number of institutional accountability reports published annually</li> <li>● Including QA mechanisms in the Action plans of the departments</li> </ul>





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<p>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>	<ul style="list-style-type: none"> <li>- Percentage of student’s retention</li> <li>- Student Satisfaction</li> <li>- Assessment Results</li> <li>- Scientific Research</li> <li>- Annual Budget</li> <li>- Number of research publications</li> <li>- Number of Research activities</li> <li>- Establish interdisciplinary teams to work on joint projects</li> <li>- Develop partnerships with external stakeholders to increase possibilities for cooperation</li> </ul>			<ul style="list-style-type: none"> <li>● Internal Quality Assessment results report published</li> <li>● Students can access guidelines and manuals related to the teaching processes</li> <li>● Number of interdisciplinary projects implemented</li> <li>● Number of partnerships established increased</li> </ul>
<p><b>Continuous improvement:</b></p> <p>Continuous 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>Formalize an approach to the</p>	<ul style="list-style-type: none"> <li>- Promote and sustain culture for excellence in teaching.</li> <li>- Improving didactics through innovative technologies</li> <li>- Inform the students for new policies, by adding this information to the Student Handbook</li> <li>- Publish the amended Didactic Regulation and Student Guide in the university’s website</li> </ul>	<p>Annual/Ongoing</p>	<p>Head of Departments, Deans and Rectorate</p>	<ul style="list-style-type: none"> <li>● Modern Infrastructure</li> <li>● Updating Student Handbook with respective information</li> <li>● Implementation of recommendation and improvement results</li> </ul>



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setting, moderation and marking of assessments, which can actively involve discipline-level expertise alongside quality management verification.	- Monitor key performance indicators (KPIs) related to student success and operational efficiency			
Improve teaching and learning:  Improve student enrollment ratio.  Improve student academic performance.  Decrease student dropout rates.  Increase the number of graduates that fit the needs of labor market.  Increase student engagement during lectures.	- Enhance marketing and public relations strategies  - Provide students extra academic support when needed  - Improve student support services and monitor regularly student attendance  - Review and make changes to the curriculum frequently to reflect the demands of the labor market  - Implement training and development programs for academic staff  - Analyze carefully students feedback on courses  - Increase the usage of technology into the classroom	Ongoing  Ongoing  Ongoing  Annually  Ongoing  Semesterly  Ongoing	Public relations office  Academic staff  Academic unit and Student career center  Academic unit, Vice-Rector for Teaching and Academic unit  Vice-Rector for Teaching, Quality Assurance Office and Academic unit  Academic unit	<ul style="list-style-type: none"> <li>• Increased number of applicants to enroll</li> <li>• Increased student academic performance</li> <li>• Decreased dropout rates</li> <li>• Increased number of graduates that join the labor market</li> <li>• Improved teaching evaluation results</li> <li>• Improved students' satisfaction results</li> <li>• Increased student engagement</li> </ul>
Improve quality	- Implementation of regular study programs	Annually	Quality	<ul style="list-style-type: none"> <li>• Most of the programs</li> </ul>

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development	<p>reviews and assessments</p> <ul style="list-style-type: none"> <li>- Provide professional and development trainings for academic and administrative staff</li> <li>- Implement regularly surveys through the package of instruments</li> <li>- Increase number of cooperation agreements with other HEIs and other organizations</li> <li>- Implement accreditation review processes</li> </ul>	<p>Ongoing</p> <p>Semesterly and annually</p> <p>Ongoing</p> <p>Every three/five year</p>	<p>Assurance Office and Academic unit</p> <p>HR office, Quality Assurance Office and Academic Unit</p> <p>Quality Assurance Office</p> <p>International Cooperation Office</p> <p>Quality Assurance Office and Academic Units</p>	<p>evaluated and improved</p> <ul style="list-style-type: none"> <li>• Increased number of trainings held</li> <li>• Improved level of satisfaction for all stakeholders included</li> <li>• Increased number of cooperation agreements</li> <li>• Increased number of students, staff training/teaching mobilities</li> <li>• 100% of study programs accredited</li> </ul>
Amend the student guide to include detailed information that governs the student journey to comprehensively inform students about their academic responsibilities and opportunities.	<ul style="list-style-type: none"> <li>- UIBM will regularly update Student Handbook, by including detailed information about academic procedures that students have to follow</li> <li>- The purpose of updating the Student Handbook is to include information about academic responsibilities</li> </ul>	Occasionally	Rectorate & QAO	<ul style="list-style-type: none"> <li>• Updating the Student Handbook</li> </ul>
Further develop and formalize processes for ongoing monitoring activities to ensure feedback	<ul style="list-style-type: none"> <li>- Updating the Periodic Program Review Procedure by QAO</li> <li>- Include additional QA mechanisms based on ESG 2015</li> </ul>	Annual	Rectorate + QAO	<ul style="list-style-type: none"> <li>• Updating regulations</li> <li>• Annual Report of QAO drafted</li> </ul>



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can be actioned in a timely, relevant and systematic manner.	- Include QA mechanisms in regulations			
Embed internal procedures to ensure that programs and syllabi continue to be set at the correct level and learning outcomes are consistently formulated so as to support teaching, learning and assessment activities and that they align with the European Qualifications Framework	<ul style="list-style-type: none"> <li>- Curricula Revision Comities have been established at the faculty level</li> <li>- Annual Monitoring and Review process is followed by respective unit/staff</li> <li>- Rating of teaching performance based on student feedback and faculty evaluations</li> <li>-Overall satisfaction rating from student surveys on courses, faculty, and facilities</li> </ul>	Ongoing	Study Commission within faculty and in Central level	<ul style="list-style-type: none"> <li>● Curricula Annual Monitoring Report</li> <li>● Syllabi Annual Monitoring Report</li> </ul>
<p><b><i>QA policy vs academic freedom and integrity:</i></b></p> <p>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,</p>	<ul style="list-style-type: none"> <li>- Continue to ensure equal opportunities to all students and staff</li> <li>- Academic freedom allows faculty members to engage in independent thought and research, explore new ideas, and teach subjects without external pressure or interference</li> <li>- Academic integrity involves adherence to ethical standards in teaching, research, and scholarship</li> <li>- UIBM encourages innovative teaching practices,</li> </ul>	Ongoing	Rectorate, QAO	<ul style="list-style-type: none"> <li>● Updated procedures</li> <li>● Develop adequate QA policies based on provided inputs and feedbacks from faculty, administrators, and external stakeholders.</li> <li>● QA policies revised and approved</li> <li>● Workshops attended</li> </ul>



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<p>students or others. The formal approach taken by the institution to actively support non-discriminatory practices, understanding that the emphasis the University places is fairly unique in the cultural context it embodies</p>	<p>interdisciplinary research, and new forms of student engagement, while ensuring these innovations meet the quality standards set by the institution</p> <ul style="list-style-type: none"> <li>- Establish QA policies that specifically respect academic freedom</li> <li>- Conduct workshops on the importance of academic integrity</li> </ul>			
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## 6. Summary & Conclusion

Implementing these quality assurance mechanisms and KPIs can help universities systematically evaluate and improve the quality of their educational offerings. Continuous monitoring, feedback, and adaptation are essential for maintaining high standards and meeting the evolving needs of students and the job market.

Some of the key points in this deliverable are:

1. **Enhanced Data Collection and Monitoring:** Institutions have made strides in data collection, leveraging both qualitative and quantitative methods to ensure a holistic view of academic quality. This has improved decision-making, accountability, and alignment with institutional goals.
2. **Structured Quality Assurance Frameworks:** The establishment of quality assurance units (e.g., IQAU) and adoption of key performance indicators (KPIs) have strengthened institutional governance and support ongoing improvements. These frameworks ensure that educational quality is monitored and actions are taken to address emerging needs.
3. **Continuous Improvement Emphasis:** There is a clear commitment to refining quality assurance processes, as reflected in annual reviews, stakeholder engagement, and alignment with international standards like ESG 2015. This continuous improvement cycle promotes academic excellence and enhances institutional competitiveness.
4. **Challenges in Resource Allocation and Stakeholder Engagement:** While the mechanisms for quality assurance are robust, consistent resource allocation and full engagement across all stakeholder categories, including industry partners, remain challenging areas for growth.

Improving quality assurance mechanisms is essential for several reasons, especially in a higher education context, where quality directly impacts student success, institutional credibility, and societal contribution. Here's why these improvements are necessary:

1. **Adaptation to Changing Standards and Expectations:** As education evolves, institutions must adapt their quality assurance practices to meet updated standards like the European Standards and Guidelines (ESG) 2015. These standards ensure institutions are aligned with global best practices, helping them remain competitive and meet stakeholder expectations.
2. **Enhanced Student Learning and Experience:** Quality assurance improvements directly impact teaching quality, learning resources, and academic support. By

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refining these systems, institutions can better meet student needs, improve engagement, and ensure that graduates are well-prepared for the workforce.

3. **Greater Transparency and Accountability:** Effective quality assurance mechanisms help build trust among students, faculty, and external stakeholders by documenting and openly sharing quality improvements. Transparent processes also reinforce accountability, showing stakeholders that the institution is committed to rigorous self-evaluation and continuous improvement.
4. **Support for Institutional Goals and Strategic Plans:** Quality assurance improvements help institutions achieve their strategic goals, such as academic excellence, research advancement, and societal impact. By aligning quality assurance with these goals, universities can monitor progress, adjust practices, and make data-informed decisions to support long-term objectives.
5. **Responsiveness to Stakeholder Feedback:** Enhanced mechanisms allow for structured stakeholder feedback, which is crucial for maintaining relevance. This responsiveness helps institutions adjust curricula, teaching methods, and support services to better prepare students and meet industry requirements.
6. **Encouragement of a Culture of Continuous Improvement:** Quality assurance improvements establish a proactive culture that values ongoing reflection and progress. This culture encourages faculty and staff to view quality as a shared responsibility, leading to a collaborative effort toward institutional growth and innovation.

By continuously refining quality assurance, institutions can foster excellence, adapt to change, and maintain alignment with the expectations of students, staff, and society.

Some of the recommendations for the WB HEIs, which has implemented different QA mechanisms are:

1. **Increased Stakeholder Involvement:** Establish regular formal opportunities for all stakeholders, including external partners, to provide feedback. Formal documentation of this feedback will help close the loop on actions taken and ensure transparency.
2. **Automation and Integration of Data Collection:** Implement automated systems for data gathering, standardization, and monitoring. Real-time dashboards could facilitate timely insights and more dynamic response to performance trends, improving agility in decision-making.
3. **Investment in Professional Development:** Develop continuous professional development programs focused on quality assurance, teaching innovation, and student engagement to build faculty and staff capacity aligned with quality standards.



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4. **Formalization of Quality Policies Supporting Academic Freedom:** Reinforce academic freedom and integrity by developing policies that respect diverse academic practices while preventing academic fraud. Conduct workshops on these topics to foster a strong institutional culture.
5. **Enhancement of Student Support Services:** Conduct regular evaluations of student support services to ensure they meet students' needs. Use student satisfaction and retention metrics to monitor and adjust services as needed.

These recommendations aim to refine the current quality assurance approach, fostering an environment where continuous improvement and academic freedom are balanced with accountability and transparency.