Universum International College
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Study Programme Design, Approval, Monitoring and Review Policy

December, 2025

Universum International College's approach to the design, approval, monitoring and periodic review of study programmes is informed by the *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015)*, particularly Part 1, which addresses internal quality assurance. The College applies these principles through institutional policies, procedures and quality assurance mechanisms that promote student-centered learning, constructive alignment of learning outcomes, transparent assessment, systematic programme monitoring, evidence-based decision-making and continuous improvement. These arrangements are implemented in accordance with applicable Kosovo legislation, Kosovo Accreditation Agency (KAA) requirements and UNI's institutional regulations. The College periodically reviews the effectiveness of its quality assurance arrangements to ensure that both newly approved programmes and existing ones remain academically relevant, appropriately resourced and aligned with the intended learning outcomes and needs of students and other relevant stakeholders.

1. Purpose

The purpose of this Policy is to establish a consistent institutional framework for the design, approval, implementation, monitoring, periodic review and modification of all study programmes offered by Universum International College (UNI).

The Policy ensures that study programmes remain aligned with the institutional mission, strategic pillars, applicable National regulatory framework (KAA), the relevant qualification/s framework/s (EQF/NQF), labour-market needs and the academic and professional expectations of the disciplines concerned.

It establishes a systematic approach to programme quality, academic relevance, student-centered learning and continuous improvement.

2. Scope

This Policy applies to all undergraduate and postgraduate study programmes, including academic and professional programmes, regardless of the discipline, mode of delivery or external academic partnership.

Where programmes are delivered in partnership with external awarding bodies or international academic partners, the applicable contractual, accreditation and awarding-body requirements shall also be respected.

3. Principles

Programme design, approval and review shall be guided by the following principles:

- Alignment with UNI's mission, strategic priorities and institutional quality objectives.
- Compliance with applicable national legislation, KAA accreditation requirements and National and European Qualification Frameworks.
- Clearly defined and measurable Programme Learning Outcomes (PLOs).
- Constructive alignment between Programme Learning Outcomes, Course Learning Outcomes (CLOs), teaching and learning methods, assessment and ECTS workload.
- Student-centred learning and appropriate pedagogical approaches.
- Consultation with students, academic staff, employers, professional bodies, alumni and other relevant stakeholders, as appropriate.
- Evidence-based decision-making and continuous quality improvement.
- Transparency, accountability and documented academic approval.

4. Programme Design and Development

Every proposal for a new study programme shall be supported by a documented rationale demonstrating its academic relevance, response to labour market needs, institutional fit and feasibility.

The proposal shall include, as applicable:

1. Programme objectives and intended learning outcomes.
2. The qualification level and alignment with the relevant national and European qualification frameworks.
3. Curriculum structure, course descriptions and ECTS allocation.
4. Mapping of Programme Learning Outcomes to Course Learning Outcomes.
5. Teaching and learning strategies and assessment methods.
6. Academic staffing requirements and staff qualifications.
7. Learning resources, laboratories, equipment, digital infrastructure and placement facilities, where relevant.
8. Student admission requirements and progression arrangements.
9. Labour market needs.
10. Stakeholder consultation and relevant benchmarking.
11. Programme performance indicators and arrangements for monitoring and review.
12. Financial, operational and administrative feasibility.
13. Applicable accreditation, licensing and external approval requirements.
14. SWOT Analysis.

The new program shall be designed in accordance with the principles of constructive alignment and student-centered learning, ensuring coherence between Program Learning Outcomes (PLOs), Course Learning Outcomes (CLOs), teaching and learning activities, and assessment methods.

The allocation of ECTS credits shall reflect the total student workload required to achieve the intended learning outcomes, based on 30 hours per ECTS credit.
Student workload shall include both guided learning (lectures, seminars, laboratory sessions, practical activities, and tutorials) and independent learning (self-directed study, research, assignments, projects, and assessment preparation).

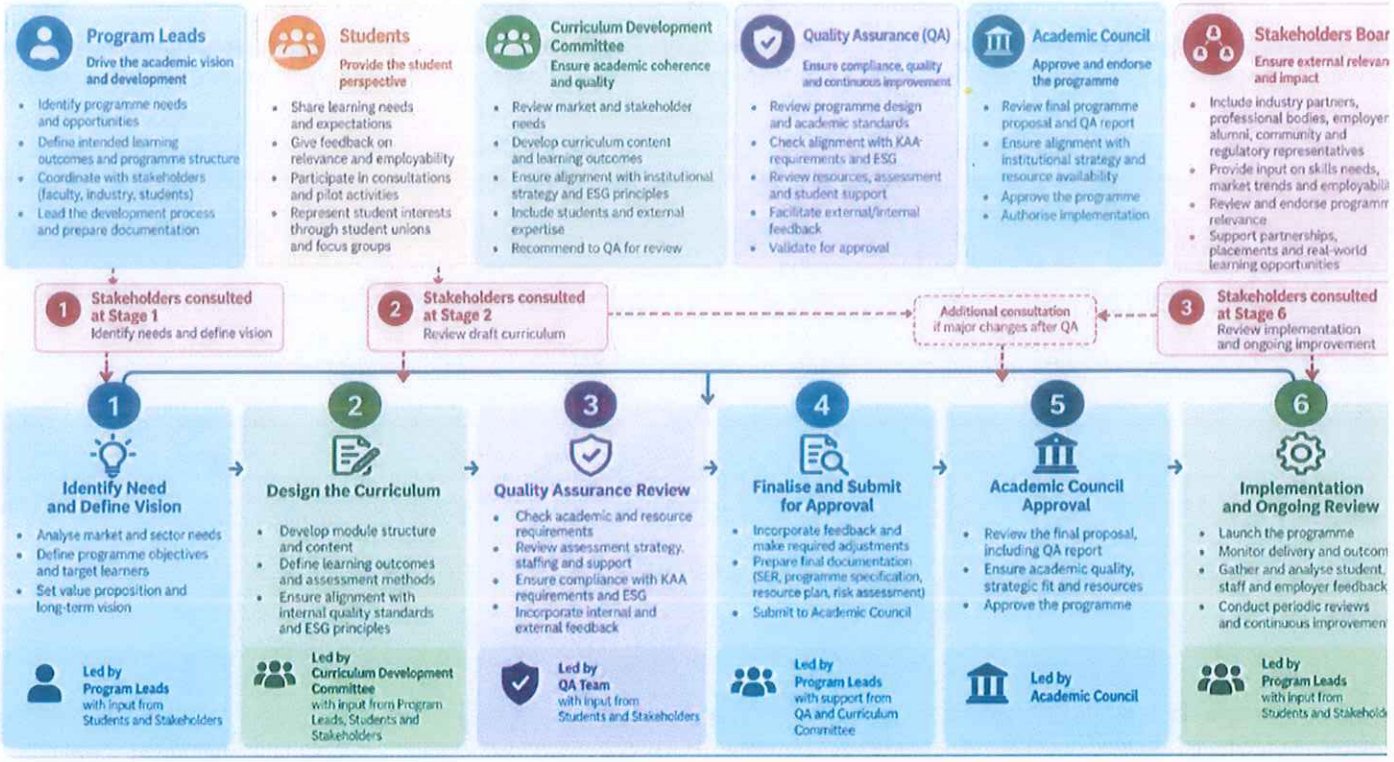
Teaching methodologies and assessment strategies shall support the progressive development of knowledge, practical competencies, critical and analytical thinking, problem-solving, and independent learning skills.

Constructive alignment and ECTS workload allocation shall be systematically reviewed through student feedback, faculty evaluation, and academic quality assurance processes to ensure curriculum coherence, realistic workload expectations, and continuous improvement.

5. Approval of Study Programmes

All new study programmes and substantial programme modifications shall undergo the institutional review and approval process established by UNI.

The flow chart below illustrates both the design and approval processes for a new study programme.



The decisions and supporting documentation shall be recorded and retained in accordance with UNI's document management requirements.

6. Implementation and monitoring

Following approval, the responsible academic unit shall ensure that the programme is delivered in accordance with the approved curriculum, learning outcomes, ECTS allocation, assessment arrangements and staffing and resource requirements.

Programme implementation shall be monitored through:

- Review of course syllabi and teaching plans.
- Verification of curriculum delivery and assessment arrangements.
- Monitoring of student enrolment, retention, progression, achievement and completion.
- Analysis of student feedback and satisfaction.
- Review of academic staffing and learning resources.
- Monitoring of relevant professional, practical and clinical components.
- Review of academic risks and regulatory compliance.

Constructive alignment and ECTS workload allocation shall be systematically reviewed through student feedback, faculty evaluation, and academic quality assurance processes to ensure curriculum coherence, realistic workload expectations, and continuous improvement.

Special attention and follow up shall be given to first year students to asess their reception of the new Programme, including their satisfaction, expectations, and feedback on aras for improvement.

The Programme Coordinator shall coordinate closely programme-level monitoring and reporting together with Learning and Teaching Lead assigned to the Program to the Curriculum Development Committee, Quality Assurance and Academic Council.

7. Policy Review

This Policy is approved by the Academic Council and will be reviewed on a yearly basis.



Isabel Salvat

Chair of Academic Council