



This review method  
is ESG-compliant

# International Quality Review

## Mid-Cycle Review

POLIS University

**Review Report**

May 2026

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## About this mid-cycle review

This is a report of a mid-cycle review conducted in person by The Quality Assurance Agency for Higher Education (QAA) at POLIS University, Albania. The review was conducted by a team as follows:

- Susanne Wilson (Reviewer)
- Dr Andrew Thomas (QAA Officer).

The full International Quality Review (IQR) in May 2023 resulted in a [published report](#). The QAA review team in May 2023 concluded that POLIS University met all 10 standards set out in Part 1 of the [Standards and Guidelines for Quality Assurance in the European Higher Education Area \(ESG\)](#). The team identified six features of good practice and made 12 recommendations.

This mid-cycle review evaluates progress against the key actions since the IQR and considers any significant changes that may impact on the ability of POLIS University to continue to meet the ESG standards.

## Outcome of the mid-cycle review

From the evidence provided, the review team concludes that POLIS University is making **satisfactory progress** since the May 2023 International Quality Review and that the period of validity of the IQR be extended to 16<sup>th</sup> December 2028.

## Summary of IQR outcomes

### Overview of the institution

POLIS University (POLIS) is a non-state-funded higher education institution in Albania. It was established in 2006, but its origin dates to 1996 with the establishment of Co-Plan – Institute of Habitat Development. By early 2000, Co-Plan established its own 'Training and Exchange Centre' which by 2006 was further extended into the establishment of the higher education institution – POLIS International School of Architecture and Urban Development Policies. Since 2007, a new entity – an architecture and planning bureau was established. These three units, while legally and financially independent, work very closely to create synergies and a significant pool of expertise in their inherent fields of interest in education, civic society and industry. In this context, POLIS is one of the few non-state HEIs in Albania that was built on two components: that of quality education and applied research supported by Co-Plan.

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

- to provide students with professional leadership qualities in areas covered by it, to exert influence for a positive development of the country and the region
- to provide students with theoretical knowledge and practical skills according to the highest contemporary standards, aiming their integration in the domestic and international labour market to carry out study, research, scientific and practical activities closely related to its respective academic activities and research programmes
- to serve innovation in areas where it extends its activity and influence developments in the region regarding these areas.

POLIS aims to become a regional platform and reference point in the Balkans and the Adriatic and Ionian region. The Statute of POLIS University details the mission as: 'to create, transmit, develop and protect knowledge through teaching, research and innovation' as defined in its registration act.

## **Good practice identified by the 2023 International Quality Review**

The QAA review team identified the following features of good practice at POLIS University:

- 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 (ESG Standard 1.1).
- The involvement of students in programme design (ESG Standard 1.2).
- The approach taken by the University to nurture student progression through the maintenance of a culture of student and teacher partnership (ESG Standard 1.3).
- The participatory approach that aligns research objectives and institutional objectives (ESG Standard 1.5).
- The extensive range of learning resources that support learning, in particular the special IT facilities to enhance the learning opportunities for students with disabilities (ESG Standard 1.6).
- The comprehensive range of specialist facilities on offer which enhance the professional learning opportunities for students (ESG Standard 1.6).

## **Recommendations of the 2023 International Quality Review**

The QAA review team made the following recommendations to POLIS University:

- Strengthen the links between the quality assurance policy and the cross-institutional implementation of the strategic plan to support their alignment (ESG Standard 1.1).
- 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 (ESG Standard 1.1).
- 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 (ESG Standard 1.2).
- Formalise an approach to the setting, moderation and marking of assessments, which can actively involve discipline-level expertise alongside quality management verification (ESG Standard 1.3).
- Ensure appropriate resources are assigned to support the ongoing operation of the Digital Management Plan and establish appropriate staff training (ESG Standard 1.4).
- Amend opportunities for continuous professional development for all teaching staff to emphasise distinctions between EQF levels (ESG Standard 1.5).

- Complete the work that sets out measures to promote inclusiveness that are a result of participation in the IDEA project, particularly in the context of learning and teaching practices, access to student support and how course leadership responds to students' needs in the Student Guide and website (ESG Standard 1.6).
- Establish a recognised process for the Student Registry Office to formally communicate with academic staff the details of students with disabilities (ESG Standard 1.6).
- Develop clear stipulations for ongoing monitoring of data to guarantee its reliability and indicate what data is worth collecting according to its usefulness (ESG Standard 1.7).
- Amend the student guide to include detailed information that governs the student journey to comprehensively inform students about their academic responsibilities and opportunities (ESG Standard 1.8).
- Further develop and formalise processes for ongoing monitoring activities to ensure feedback can be actioned in a timely, relevant and systematic manner (ESG Standard 1.9).
- Embed internal procedures to ensure that programmes and syllabi continue to be set at the correct level and learning outcomes are consistently formulated to support teaching, learning and assessment activities and that they align with the European Qualifications Framework (ESG Standard 1.9).

## Changes since the last IQR review visit

Since December 2023, following the successful institutional accreditation by the QAA, there has been a significant positive development regarding their campus infrastructure.

The university has successfully expanded its academic facilities through the acquisition of an additional building (Building 2), situated within the existing POLIS Campus. This expansion was formally approved by the Ministry of Education and Sport, ensuring full regulatory compliance with national standards for higher education premises. Building 2 has been fully operational since October 2024 and serves as a strategic hub for the Faculty of Planning, Management, and Urban Management (FPMU). Furthermore, this new facility provides significantly enhanced space for the institution's scientific research initiatives, including dedicated areas for the International Unit and Projects.

There have been no changes to the legal or trading name of the institution. However, within the ownership structure there has been a formal update: the institution's capital is now held by three shareholders. This adjustment follows the voluntary withdrawal of the fourth shareholder, who decided to step down from the partnership due to other professional commitments. This change has been formally registered with the National Business Centre (QKB) in Albania. Despite this administrative update, the institution's governance remains stable and focused on its long-term strategic mission.

The senior leadership of the institution remains unchanged, and the management structure has stayed stable, ensuring institutional continuity. To further enhance this stability, a strategic structural realignment was implemented through the renaming of five basic units across two main faculties, better reflecting the evolving integration of their respective academic disciplines [<https://universitetipolis.edu.al/en/organigrama/>].

Within the Faculty of Research and Development, updates were finalised for renaming as follows:

- Former Name: Department of Scientific Research
- New Name: Department of Scientific Research and Innovation
  
- Former Name: Department of Applied Research
- New Name: Department of Information Technology
  
- Former Name: Resource and Information Centre
- New Name: Intelligent Systems and Technology Transfer Centre.

Within the Faculty of Planning, Environment, and Urban Management (FPMMU), similar refinements were applied to the:

- Former Name: Department of Planning and Management
- New Name: Department of Planning and Environment
  
- Former Name: Department of Environment
- New Name: Department of Management and Business.

These administrative updates aim to enhance the synergy between teaching disciplines and research fields, ensuring a more cohesive grouping of expertise for the programs offered by each faculty. These name changes do not represent a change in the core provision but rather a strategic refinement to enhance the visibility and clarity of their academic identity to both students and international partners.

Since January 2025, POLIS has been a full member of the BAUHAUS4EU European University Alliance [<https://www.bauhaus4.eu/>], contributing to the creation of a joint European University that promotes innovation, sustainability, and interdisciplinary education. By enhancing employability, promoting lifelong learning, and empowering students and staff to tackle the defining issues of our time, BAUHAUS4EU is pioneering a new model of European higher education, one that strengthens regional ecosystems, sparks innovation, and builds a sustainable future for all.

The University is currently in the process of drafting a comprehensive update to its Development Strategy, with the final version expected to be ratified in June 2026. This revised strategy carefully considers the evolving challenges and mandates that POLIS intends to implement over the next five-year cycle, ensuring the institution remains at the forefront of academic and research excellence.

While academic offerings remain unchanged, existing curricula are consistently enriched to reflect market demands and the latest technological advancements.

Key developments include:

- The new Bachelor's programme delivered in English, Software Engineering & AI and the increase of Lifelong Learning (LLL) courses, such as: the new Lifelong Learning (LLL) course in Environmental Legislation and Environmental Rights.

POLIS is also currently in the process of establishing a new Lifelong Learning (LLL) course in Cyber Security to meet the growing digital security needs of the region.

Academic standing has been further validated through rigorous external evaluations and accreditations by renowned bodies such as Italy's ANVUR (National agency for the evaluation of universities and research) and AESOP (the Associations of European Schools of Planning), ensuring programmes meet the highest European standards.

Despite the significant demographic shifts observed recently in Albania, the institution has achieved a steady increase in student numbers. This growth is managed through a strategic and organic approach, ensuring a careful balance between market demand and the preservation of academic excellence. POLIS remains committed to maintaining optimal staff-to-student ratios, ensuring the high level of mentorship essential to their studio-based learning environments. This ensures that the quality of instruction and the personalised mentorship, which are hallmarks of the POLIS educational model, remain uncompromised.

Finally, it is confirmed that during this reporting period, there have been no mergers with other education providers. POLIS University continues to operate as an independent entity, maintaining its institutional autonomy and unique academic identity while focusing on its internal growth and international partnerships.

## Findings from the mid-cycle review analysis

Following the review the University formulated an action plan based on the key findings from the review which was published on 21 December 2023 and addresses each of the recommendations.

### ***Recommendation 1: Strengthen the links between the quality assurance policy and the cross-institutional implementation of the strategic plan to support their alignment (ESG Standard 1.1).***

Following the initial review, a new Internal Quality Assurance Strategy 2023-2027 has been developed which is based on the previous 2017-2022 strategy, the ESG 2015, developments in the Albanian Quality Code, and in response to the international developments the University is pursuing in its fields of subject expertise.

The Code sets out clear principles and quality assurance objectives that include all stakeholders of the institution. It clarified the role of the internal quality assurance unit (IQUA) and the institution's approach to quality management including new approvals, monitoring and reviewing of programmes while ensuring that the approach taken focuses on student centred learning, teaching and assessment.

Following the previous review, the Quality Assurance webpage [<https://universitipolis.edu.al/en/quality-assurance/>] has been further developed and updated with all University policies added, as well as training material, accreditation reports, strategy documents, training activities, and a progress flow chart that sets out all the IQUA processes, allowing stakeholders easy access to the documentation.

In addition, the review team heard how departmental Advisory Boards have been formed that offer all stakeholders (staff, students, industry representatives) the opportunity to engage with quality assurance processes and contribute to regulatory, process, policy, survey and new course developments. Advisory Boards form an integral part of improvements in practices, contribute to career fairs and through expert contributions to programme developments, e.g. lifelong learning developments. As part of enhancement processes, POLIS organises two regional workshops each year with contributions from sector experts across the range of programmes offered at the University.

Overall, the University demonstrates clear progress in embedding a quality culture across the institution that ensures alignment between policies, processes and strategic developments consistent with the expectations of ESG Standard 1.1, with effective stakeholder engagement across all levels.

***Recommendation 2: 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 (ESG Standard 1.1).***

IQAU has reflected on quality practices developed over the last five years when processes were managed in a centralised way. This review has led to a change in approach and IQAU has moved to distributing great responsibilities to faculties and departments in the application of quality processes to ensure cross-institutional implementation is embedded into a quality culture at POLIS. The implementation is followed up by checks and audits across the institution.

In response for further embedding quality procedures into faculties, a staff training plan has been devised to strengthen the links between quality assurance policies and the implementation of the strategic plan across the institution to embed quality principles into the work undertaken. Staff training has been delivered to academic and administrative staff including sessions that covered policy developments, use of technology, teaching and learning developments.

Following the decentralisation of quality processes, staff can feedback on the type of training they would like to see (e.g. AI, micro credentials), and team leaders are responsible for developing a strategic Teaching and Learning pillar.

The team were informed that at the beginning of each academic year, a formal week of training has been introduced that covers IQAU procedures and updates including syllabus development, APMR processes and programme specifications is to be held. Updated programme documentation is uploaded to the IQAU website and further student feedback is sought once changes are approved.

Overall, the University demonstrates clear progress in providing stakeholders with formal opportunities to engage with quality assurance processes as well as capturing formal feedback that is actioned, consistent with the expectations of ESG Standard 1.1, with a wide range of engagement activities across all stakeholders.

***Recommendation 3: 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 (ESG Standard 1.2).***

Work has been undertaken at departmental level to review programme regulations and syllabi, whereby learning outcomes have been revised in accordance with the EQF. Learning outcomes have been embedded in the syllabi of programmes and workshops to further enhance this work are undertaken.

POLIS is further engaged in a subject level benchmarking exercise with partners in the Bauhaus4EU alliance which it joined in January 2025.

As further enhancement, the review team advises that further work is undertaken on the phrasing of learning outcomes particularly at level 7 to reflect the higher level of learning at master level [<https://www.qaa.ac.uk/docs/qaa/quality-code/the-frameworks-for-higher-education-qualifications-of-uk-degree-awarding-bodies-2024.pdf>].

***Recommendation 4: Formalise an approach to the setting, moderation and marking of assessments, which can actively involve discipline-level expertise alongside quality management verification (ESG Standard 1.3).***

The team notes that moderation of assessments is not commonplace in Albania and that the steps taken by POLIS are progressive. As part of the review of the Didactic Regulations that can be located on the website [[https://universitetipolis.edu.al/wp-content/uploads/2026/05/07-Didactic-Regulations-REVISED\\_en.pdf](https://universitetipolis.edu.al/wp-content/uploads/2026/05/07-Didactic-Regulations-REVISED_en.pdf)]. Article 36 formally sets out the assessment (grading) system practiced at POLIS and Article 43 sets out the internal grade moderation process and how this is documented through the Grade Moderation Form. The POLIS submission states that this has been clearly communicated to staff and students, and the review team found no cause to dispute that claim.

***Recommendation 5: Ensure appropriate resources are assigned to support the ongoing operation of the Digital Management Plan and establish appropriate staff training (ESG Standard 1.4).***

The Data Management Plan sets out the principles for budget and resources demonstrating the University's commitment to invest in its digital and data management infrastructure. From 2024, the University's annual budget includes dedicated financial support for the implementation of the data management plan. The plan includes a staff training plan detailing the data management training sessions that have been held between 2023 and 2026 and have been attended by academic and administrative staff.

Overall, the University demonstrates clear progress in providing academic and administrative staff with training opportunities for digital data management and commitment to budgetary resources to support its digital management, consistent with the expectations of ESG Standard 1.4.

***Recommendation 6: Amend opportunities for continuous professional development for all teaching staff to emphasise distinctions between EQF levels (ESG Standard 1.5).***

In conversation with the academic team, the review team heard how academic staff have engaged in the review of programmes and learning outcomes, and the staff training opportunities that supported this development were offered by IQAU. Workshops are regularly updated to reflect the evolving process to ensure academic staff consistently align their teaching and assessment methods with international standards.

Learning outcomes have been included in syllabus documentation and are explained to students at the start of and during semesters.

Overall, the University demonstrates clear commitment for continuous professional development with the aim to distinguish clearly the different levels of the EQF, consistent with the expectations of ESG Standard 1.5, though the review team recommends further enhancements to take place particular in relation to level 7 studies (refer to Recommendation 3).

***Recommendation 7: Complete the work that sets out measures to promote inclusiveness that are a result of participation in the IDEA project, particularly in the context of learning and teaching practices, access to student support and how course leadership responds to students' needs in the Student Guide and website (ESG Standard 1.6).***

**Recommendation 8: Establish a recognised process for the Student Registry Office to formally communicate with academic staff the details of students with disabilities (ESG Standard 1.6).**

In response to the initial review, the University has taken steps to appoint a Diversity Officer who works closely with Student Support, and acts as the link between students and academic staff; ensuring tailored support for students is put in place to enable them to undertake their studies.

Students explained to the review team that they can raise access or student support issues, for example issues with study chairs not being suitable for left-handed students, students having problems with reading and requiring additional support.

POLIS has put in place measures such as the review and updating of policies and procedures including Admissions procedures and tests, support for exam arrangements and student international mobility. Updates to the Student Guide have been undertaken [[https://universitetipolis.edu.al/wp-content/uploads/2026/04/6.Student-Handbook POLIS 2025-26 compressed.pdf](https://universitetipolis.edu.al/wp-content/uploads/2026/04/6.Student-Handbook_POLIS_2025-26_compressed.pdf)] and includes in section 8 the introduction of the Diversity Officer and their role at the University.

The University carried out the following training sessions and follow up training which were attended by a range of academic and administrative stakeholders:

- Counselling Centre Coordinators
- Trainers of Practical challenges students faced during their studies and employment.
- e-Accessibility Coordinators on the Relay Service
- Library Services and e-Accessibility Coordinators on AT based solutions
- International Relations Offices' Coordinators and Career Officers
- Academic Advisors.

As part of the measures to promote inclusiveness, a Student Support and Accessibility Questionnaire has been introduced that encourages students to declare any disability or health conditions, barriers they have experienced during their studies and where students may require additional support. The measures taken provide POLIS with better data on disabilities and enable forward planning for physical resources to support students and identify staff training needs.

A policy for students with disabilities was developed as part of, and in response to the IDEA project and has been approved by Senate in September 2022 [[https://universitetipolis.edu.al/wp-content/uploads/2023/03/7\\_Policy-on-Students-with-Disabilities\\_POLIS.pdf](https://universitetipolis.edu.al/wp-content/uploads/2023/03/7_Policy-on-Students-with-Disabilities_POLIS.pdf)]. The policy sets out the duties and responsibilities of the University, measures to support students and the rights of students with disabilities or special educational needs. The University website [<https://universitetipolis.edu.al/akte-normative/>] has been updated with the Regulations for students with disabilities.

Overall, the University demonstrates clear progress in promoting inclusiveness and enables staff to support students through the training provided, as well as capturing the formal offer through policies and handbooks, consistent with the expectations of ESG Standard 1.6.

***Recommendation 9: Develop clear stipulations for ongoing monitoring of data to guarantee its reliability and indicate what data is worth collecting according to its usefulness (ESG Standard 1.7).***

POLIS developed a Data Management Plan setting out institutional policies and standards for its data management and the types of data to be stored and administered, as well as budgetary considerations, data access and training requirements.

Staff are trained in using the Pitagora Data management system with access granted in line with their role requirements, and a comprehensive user manual has been developed. At the end of each semester, grades are approved by academic staff and analysed for student performance. Analysis of achievement data is also required as part of the Syllabi Annual Monitoring process (Section 3) and though Section 5 of the Curricula Annual Monitoring document that requires a reflection on assessment methodologies. However, the two processes do not currently link the data that informs these requirements.

The review team advises linking the processes of syllabi and curricula annual monitoring to form a coherent review process, and embed of the data (grade outcomes, retention, progression), as well as outcomes/actions from student feedback that is being reflected on to guide programme enhancements and/or developments further.

***Recommendation 10: Amend the student guide to include detailed information that governs the student journey to comprehensively inform students about their academic responsibilities and opportunities (ESG Standard 1.8).***

POLIS has updated its student guide (Didactic Regulations) to enhance the sections covering regulations with the addition of the applicable policies, academic responsibilities, procedures and ethical conduct. The revised guide covers the student journey from enrolment through to graduation including information about mobility programmes and research opportunities and article 13 sets out how POLIS communicates with students about their programmes of study, regulations and procedures and teaching processes.

In conclusion, the University has effectively established a coherent approach to providing students with detailed information that will guide their studies and student journey and aligns with ESG Standard 1.8, demonstrating a strong culture of supporting student-centred learning.

***Recommendation 11: Further develop and formalise processes for ongoing monitoring activities to ensure feedback can be actioned in a timely, relevant and systematic manner (ESG Standard 1.9).***

***Recommendation 12: Embed internal procedures to ensure that programmes and syllabi continue to be set at the correct level and learning outcomes are consistently formulated to support teaching, learning and assessment activities and that they align with the European Qualifications Framework (ESG Standard 1.9).***

The review team has been informed of the updates undertaken to the Annual Programme Monitoring and Review (APMR) process including the development of a diagram depicting a process overview. The document sets out the timescales for curricula and syllabi annual monitoring and the formal review events conducted by the Curricula Revision Committee in each faculty. Student feedback, peer reviews, external stakeholder and self-evaluation results feed into the APMR process and the regulation sets out communications by IQAU of outcomes to stakeholders. Article 11 of the Didactic Regulations sets out the process further for students.

The IQAU works with departments to ensure the process is understood and implemented at faculty level and process reviews to discuss findings are held 2-4 times a year. At the time of the mid-cycle review, it was the second cycle of the APMR implementation and roll out continues across different departments while regulatory approvals are awaited.

Programme modifications are undertaken as part of the Programme Monitoring and Review Process and considered by the Curricula Revision Committees which comprise representation from Heads of Departments, students, academic staff and industry representatives; the committees evaluate, prioritise and propose curricula changes to the Dean and Senate. Completed examples demonstrate the rationale and student feedback in the process.

Students complete internal student surveys and teacher evaluations and partake in the bi-annual National Student Survey [<https://www.balkanweb.com/en/sondazhi-kombetar-i-studenteve-2025-manastirliu-zeri-i-tyre-themelor-per-zhvillimin-e-arsimit-te-larte/#qsc.tab=0>] in which POLIS has the highest response rate and overall positivity.

In conclusion, the University has effectively established a coherent and institution-wide approach to ongoing monitoring of academic activities that are monitored regularly. The inclusion of students on Curricula Revision Committees and the implementation of the APMR process reflects alignment with ESG Standard 1.9, showing a strong culture of continuous inclusion and enhancement.

## Development of quality assurance and enhancement procedures

***Good Practice 1: 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 (ESG Standard 1.1).***

POLIS continues to ensure equal opportunities to all students and staff through its Gender Equality Plan [[https://universitetipolis.edu.al/wp-content/uploads/2023/03/6\\_Gender-Equality-Plan\\_POLIS.pdf](https://universitetipolis.edu.al/wp-content/uploads/2023/03/6_Gender-Equality-Plan_POLIS.pdf)] and the inclusive practices and support it offers to its students. Academic and administrative staff are supported through training sessions and policy developments reflect the work that is ongoing. In academic practice, adjustments are made in assessments and the time it takes to complete them.

The University recognises that this offer is unique in Albania and students are encouraged to reflect on 'inclusivity' in areas such as product design, in problem-based challenges and restoration projects.

***Good Practice 2: The involvement of students in programme design (ESG Standard 1.2).***

Students continue to be able to provide feedback through surveys and programme monitoring. The introduction of departmental Advisory Boards and Curricula Revision Committees offers students further formal mechanisms to partake in curricula revision processes and contribute to programme design activities.

Following the renaming of departments, opportunities will arise for the renaming of programmes to ensure they have a recognisable identity and align with departmental subject areas to which students can contribute.

***Good Practice 3: The approach taken by the University to nurture student progression through the maintenance of a culture of student and teacher partnership (ESG Standard 1.3).***

The roles of academic tutors and the Student Support and Career Counselling Office (SSCCO) have been strengthened to support student progression by increasing the number of staff that carry out these roles. Academics carry out onboarding meetings and activities with students and issues can be raised with department heads.

***Good Practice 4: The participatory approach that aligns research objectives and institutional objectives (ESG Standard 1.5).***

POLIS continues to be an outward-looking institution and recently – in January 2025 – joined the Bauhaus4EU alliance which allows it to cooperate with and benchmark itself against, nine other universities across Europe.

Internationalisation is seen as an important factor for staff and students with a number of staff having international experience either through study or teaching abroad, while the alliances offer students opportunities to participate in international activities as well as joint projects and research opportunities.

***Good Practice 5: The extensive range of learning resources that support learning, in particular the special IT facilities to enhance the learning opportunities for students with disabilities (ESG Standard 1.6).***

***Good Practice 6: The comprehensive range of specialist facilities on offer which enhance the professional learning opportunities for students (ESG Standard 1.6).***

The review team conducted a site visit and noted that as set out in the POLIS submission, the university has significantly expanded its facilities into a second building within the POLIS campus. This has been operational since 2024, and the review team was able to observe the staff offices, hall, classrooms and lab spaces. The IT facilities are excellent throughout both buildings and the University continues to invest in state-of-the art learning resources. The team also saw the library, canteen, and practical workshop spaces.

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