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Kosovska Akademija za Javnu Bezbednost / Kosovo Academy for Public Safety

INTERNAL STANDARDS

For

QUALITY ASSURANCE

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Acronyms

Ministry of Internal Affairs – MIA

Ministry of Education, Science and Technology – MEST

Kosovo Accreditation Agency – KAA

State Council of Quality – SCQ

Higher Education Institution – HEI

National Qualifications Authority – NQA

National Qualifications Framework – NQF

European Qualifications Framework – EQF

Steering Committee of the National Qualifications Authority – SC of NQA

Council for Education, Vocational Training and Adult Education – CEVTAE

Institution for Vocational Education and Training – IVET

Vocational Education and Training – VET

International Association of Directors of Law Enforcement Standards and Training – IADLEST

Department for Training and Educational Support – DTES

Division for Human Resources Management – DHRM

Division for Foreign Relations – DFR

Quality Assurance Commission – QAC

Division for Quality Assurance – DQA

1. Internal Quality Standards

The internal quality standards are a set of defined benchmarks established within the Kosovo Academy for Public Safety, outlining the fundamental priorities for quality assurance in the Academy.

These standards ensure that quality within the Academy addresses the dimensions of nature, character and knowledge in pursuit of competence through values. In this context, quality reflects the measurement of excellence or the condition of being free from defects, insufficiencies, or other variations. In the realm of education and training, quality can be assessed through factors such as the efficiency and effectiveness of educational delivery and the adequacy of outcomes among learners.

Based on this principle, the recognition of quality is grounded in nationally and internationally recognized standards, verified through external quality assurance mechanisms such as:

- The State Council of Quality – Kosovo Accreditation Agency (SCQ of KAA);
- The Steering Council of the National Qualifications Authority (SC of NQA); and
- The International Committee for Quality – IADLEST, as a leading authority in the field.

Consequently, this creates the necessity for establishing internal quality standards that ensure both institutional and program-level quality assurance.

1.0 Evaluation Standard

The evaluation standard is a key component in the process of quality assurance and improvement in higher and compulsory education. It relates to the continuous monitoring and assessment of educational activities to ensure that they meet the established standards and objectives. This standard includes the processes, methods and mechanisms used by the educational academy to internally analyze and evaluate the quality of their work without reliance on external authorities.

The purpose of this standard is to provide a continuous and systematic mechanism for monitoring and improving quality within educational institutions. It aims to create a culture of reflection and enhancement within the institution by assessing how educational processes and activities can be improved.

The main elements of the internal quality evaluation standard are:

1.0.1 Planning and Organization of Quality Evaluation

Planning and organization of quality evaluation is a strategic process that ensures all evaluation activities are aligned with the institution's objectives and the continuous improvement of educational quality. Within the framework of planning and organizing the evaluation, the following steps should be developed:

- **Defining Objectives and Priorities:** Clearly identify the goals to be achieved. (For example, objectives may include evaluating the quality of teaching, the performance of students/cadets/participants, educational resources, or the effectiveness of management policies, etc.) Setting evaluation priorities is important to focus resources and evaluation efforts on areas with the greatest need for improvement.
- **Selecting Evaluation Methods and Mechanisms:** Employ both formative and summative assessment methods. Formative evaluation supports (development and improvement during the learning process, while summative evaluation assesses the final results of students). Evaluation mechanisms for data collection may include: forms, questionnaires, test results, internal and external evaluation reports, as well as accompanying analyses from the perspective of feedback information.

- **Involvement of Participants in the Evaluation Process:** This includes teaching staff, students/cadets/participants, stakeholders, and the wider community.
- **Defining Evaluation Criteria and Performance Indicators:** Evaluation criteria are based on satisfaction levels expressed in percentages and broken down into an average achievement grade. The grading system is specified in evaluation reports according to the following categories:

Evaluation Categorization Based on Percentage Achieved, Broken Down by Assessment Grade

<i>Strongly Disagree</i>	<i>0%-20%</i>	<i>Assessment Grade 1</i>	<i>Clarification: The assessment grade of 5 (five) represents the maximum evaluation score, while the assessment grade of 1 (one) represents the minimum evaluation score.</i>
<i>Disagree</i>	<i>21%-40%</i>	<i>Assessment Grade 2</i>	
<i>Neutral</i>	<i>41%-60%</i>	<i>Assessment Grade 3</i>	
<i>Agree</i>	<i>61%-80%</i>	<i>Assessment Grade 4</i>	
<i>Strongly Agree</i>	<i>81%-100%</i>	<i>Assessment Grade 5</i>	

Criteria are the standards that define what is considered an expected or desired outcome. These may include the level of achievement in the evaluation of teaching, learning materials, trainers/instructors, infrastructure and learning environment, campus services, etc. Performance indicators help to assess and monitor outcomes and may include, for example, the percentage of pass rates in tests/examinations, among others.

- **Development of a detailed evaluation plan, which includes:** planning of evaluation activities as well as engagement of stakeholders.
- **Data collection and analysis.**

1.0.2 Evaluation Reports

The results of the evaluation must be documented and presented in clear and comprehensible formats. These reports may include an analysis of the strengths and weaknesses identified during the evaluation process, as well as recommendations for quality improvement.

Evaluation reports consist of:

- *The objective and purpose of the evaluation,*
- *The date of the evaluation and the number of evaluated individuals,*
- *The number of participants involved in the evaluation,*

- *The categorization of the evaluation based on the percentage achieved, broken down by assessment grade,*
- *General data,*
- *Analysis of the numerical values obtained (tabular format – average per unit),*
- *Findings and recommendations for each unit,*
- *Summary of recommendations.*
- **Use of Results for Quality Improvement:** The evaluation results are utilized to develop plans for quality enhancement. Continuous improvement implies that evaluation processes are closely linked to the ongoing development of quality within the institution. The Division for Quality Assurance (DQA) is responsible for drafting the improvement plan, which must be published on the official website.
- **Review and Improvement of the Evaluation Process:** Ongoing evaluation of the evaluation process itself is conducted to assess whether it has had a positive overall impact. This review may influence quality assurance policies or evaluation mechanisms such as questionnaires, interviews, and performance analyses, to assess the effectiveness of the measures implemented.

1.0.3 Culture of Continuous Improvement

- **Continuous Improvement:** The Academy must promote a culture of continuous improvement, where all aspects of the educational process—from staff, teaching, curriculum, to assessment—are regularly reviewed and enhanced. All needs and recommendations for improvement arising from the evaluation processes are consolidated into the Academy's improvement plan and monitored through the quality assurance work plan in periodic reports.
- **Involvement of all actors in the Improvement Process:** This process requires the engagement of all actors, including teaching staff, students/cadets/participants, and quality coordinators, in the performance evaluation and the development of the improvement plan.

1.1 Quality Standard for Educational Programs

The program standard is a set of principles, requirements and criteria aimed at ensuring that the education offered by an academic institution is effective, well-prepared, and tailored to the needs of students/cadets/participants. This standard helps maintain a high level of education quality and promotes its continuous improvement. To achieve this goal, it is important to focus on several key aspects of the educational process.

1.1.1 Content and Curriculum

- **Comprehensive and Updated Curriculum:** The curriculum should have diverse content and cover important aspects of knowledge and skills. It must be clearly structured and reflect the developments and demands of society and the labor market. Curriculum updates are conducted regularly within the current academic year and in accordance with new additions or changes based on the advancement of operational, professional, and innovative procedures.
- **Curriculum Adaptability and Flexibility:** The curriculum should be suitable for the diversity of students/cadets/participants and allow opportunities for the development of various skills. It should provide options for specialization and preparation for different career paths.

1.1.2 Inclusion and Engagement of Students/Cadets/Participants

- **Active Participation of Students/Cadets/Participants in Learning:** Students/cadets/participants should be actively engaged in the learning process and involved in activities that encourage critical thinking, collaboration, and problem-solving.
- **Support for Students/Cadets/Participants:** Beyond learning, the Academy should provide adequate support for students/cadets/participants, including academic/professional counseling, emotional support, and opportunities for extracurricular activities.

1.1.3 Community Engagement and Links with the Labor Market

- **Community Involvement:** The Academy should establish close connections with the community to provide support and create opportunities for students/cadets/participants to engage in extracurricular activities that enhance their educational experience.
- **Engagement with the Labor Market:** Preparing students/cadets/participants for the labor market is a key aspect of educational quality standards. This is achieved through internships, opportunities for applied learning, and the development of skills demanded by employers by transforming proven field practices into tangible and applicable theoretical modules within the respective PSIs programs and workplaces. Adapting programs according to labor market trends and providing regional comparative samples would be an ideal strategy for long-term planning and revision of educational programs.

1.2 Teaching Staff Standard

The standard for academic/teaching/instructional staff is a set of criteria and requirements that define the quality and professionalism of the personnel involved in the teaching and educational process within educational institutions. This standard ensures that teachers/trainers/instructors and lecturers possess the necessary skills, knowledge, and ethics to provide high-quality teaching and contribute to the development of students/cadets/participants.

Here are some key aspects of the **academic/teaching/instructional staff standards**:

1.2.1 Adequate Qualification of Teaching Staff for Each Educational Level

The qualification levels required for teaching staff shall be based on the standards established by MEST through the law governing Higher Education Institutions (HEIs) and Vocational Education and Training (VET), in accordance with the National Qualifications Framework (NQF) for each specific educational level.

- **Academic/teaching staff in higher education** must possess appropriate qualifications for the subjects they teach, including a higher-level degree in the relevant field in accordance

with the requirements and criteria established by the Law on Higher Education and the administrative instruction for the accreditation of Higher Education Institutions (HEIs). This regulation governs the field by encompassing criteria for teaching staff qualifications and academic titles according to the standard, including published scientific works in the field of study indexed according to the criteria set by the State Quality Council (SQC) / Kosovo Accreditation Agency (KAA).

- **Teaching staff for professional training** must comply with the criteria set forth in the Administrative Instruction (AI) concerning the standards for vocational education teachers. These programs are implemented by:

- *teachers of general subjects/modules;*
- *teachers of professional subjects/modules;*
- *teachers of practical lessons/modules;*
- *instructors/trainers of practical modules;*
- *professional associates;*
- *career guidance counselors.*

Teaching staff in Vocational Education and Training (VET) according to the Law on Vocational Education and Training are required to be licensed personnel engaged in delivering both theoretical and practical instruction within accredited and licensed institutions of vocational education and training. The teaching staff responsible for implementing programs within the professional institution must possess adequate professional qualifications and educational advancement in accordance with the Law on Vocational Education and Training.

Institutions offering VET programs, according to the Ministry of Education, Science and Technology (MEST) and the Administrative Instruction regarding the staffing norms for VET teachers, require teaching personnel to hold a Master's degree in the relevant field or a comparable 4-year Bachelor's degree for theoretical subjects and professional modules, alongside relevant professional experience of at least three years.

All VET centers/institutions, in the absence of a Master's or 4-year Bachelor's degree, may operate with a 3-year Bachelor's degree system for a maximum duration of one academic year, provided that it is deemed adequate for the VET context.

- **Professional Instructor – a work specialist** whose role may correspond to that of a practical teacher within vocational education institutions. It is required to demonstrate professional experience in the field in which they teach. Regarding training, the criteria for trainers/instructors are determined according to the programs offered by the Academy itself, which certifies and re-certifies the trainers/instructors for teaching both inside and outside the Academy. If trainers/instructors specialize in a narrow field, in addition to educational and work experience criteria, specific trainer training is required in that specialized area (e.g., firearms trainer, firefighting, operational skills, etc.).
- **Teaching staff for other training programs**, the categorization of teaching staff/trainers/instructors follows the categories of training applied at the Academy, in accordance with the National Qualifications Framework (NQA) and the levels defined by the legal provisions issued by the Ministry of Education, Science, Technology, and Innovation (MEST) for vocational education and training (VET). Except for educational preparation, the minimum requirement is certification in teaching methodology as a trainer/instructor by the Academy according to its program, and certification in the relevant specialized field if required (for example, in advanced traffic training: the teacher/trainer must hold a higher education degree, complete the trainer qualification program, have undergone advanced traffic investigation training, possess at least 3 years of work experience in the traffic field, and have completed the trainer-of-trainers training).
- **Continuous Professional Development of Academic Staff:** Academic staff must engage in continuous professional development to keep their knowledge up-to-date and improve their pedagogical skills. This development can include participation in seminars, trainings, conferences, and other activities that promote professionalism and enhance teaching practices. The Department for Human Resource Management (DHRM) designs capacity-building policies through mandatory trainings and specialized trainings identified within specific fields. DHRM coordinates its activities with the **ANT** with Faculty of Public

Safety (FPS) and the Department for Foreign Relations (DFR) aiming to meet both national and international standards by providing ongoing and updated training opportunities for teaching staff. Through its strategies and planning, DFR offers summarized information regarding the needs and opportunities provided by cooperation agreements, prioritizing academic staff in their continuous professional development.

- **Advancement of Training Staff in Specific Fields:** The Department for Human Resource Management (DHRM), in coordination with the Department for Training and Educational Support (DTES), prepares a needs analysis for mandatory and re-certification training for trainers/instructors, based on the planned professional fields and the timeframe for re-certification competence (i.e., trainer re-certification every 3 to 5 years). Officials serving as trainers/instructors, within training programs that are conducted according to the training plan and professional teaching workload, require the Academy to develop policies that formally recognize the hours of professional engagement. This includes defining quotas for the advancement of training staff in specialized fields to the titles of Specialist or Expert in a specific domain (e.g., Firearms Specialist or Firearms Expert).

1.2.2 Pedagogical Skills and Effective Teaching

- **Appropriate Teaching Methods:** Academic staff should employ teaching methods that are suitable for the subject matter and diverse groups of students/trainees/participants. These methods should encourage active engagement and include the use of modern technology as well as learner-centered approaches tailored to the needs and interests of the students/trainees/participants.
- **Classroom Management Skills and Creating a Positive Learning Environment:** Instructors, trainers, and educators must possess advanced skills in effectively managing classrooms, addressing participant diversity, and fostering a supportive and stimulating environment conducive to learning and development. The ability to resolve conflicts and motivate students/trainees/participants is essential to ensuring successful learning outcomes.

- **Use of Diverse Assessment Methods:** Teaching staff should employ a variety of assessment methods to measure the progress of students/trainees/participants and to ensure that learning objectives are being effectively achieved. These methods may include both formal and informal assessments, tests, projects, as well as peer-to-peer evaluations.

1.2.3 Engagement with Students/Trainees/Participants and Support Provided

- **Active Involvement of Students/Trainees/Participants:** Staff should encourage active engagement of students/trainees/participants in the learning process by creating opportunities for active and collaborative participation. Involvement in discussions, activities, and projects is essential for the development of critical thinking and practical skills.
- **Academic and Emotional Support:** Staff must provide continuous support to students/trainees/participants, assisting them in overcoming academic and personal challenges. Participation in extracurricular activities, as well as offering counseling and support services, constitutes an important aspect of this support.
- **Regular and Constructive Feedback:** Instructors/trainers/lecturers should ensure that students/trainees/participants receive regular feedback on their performance. This feedback should be constructive, helping learners understand areas for improvement and guiding the development of their skills.
- **Ethics and Professionalism**
- **Professional Ethics:** Teaching staff must act with integrity and uphold the ethical principles of instruction. This includes maintaining trustworthiness, treating students/trainees/participants fairly, and fostering an open and respectful learning environment.
- **Respect for Diversity and Inclusivity:** Instructors/trainers/lecturers should be sensitive to the diversity of students/trainees/participants, including aspects related to gender, culture, religion, and differing abilities. They must create an environment where every

student/trainee/participant feels valued and supported, and where equal opportunities are promoted for all.

- **Responsibility for Teaching and Assessment:** Staff are accountable for the quality of teaching and the assessment of students/trainees/participants, ensuring that processes are transparent, fair, and focused on achieving the desired learning outcomes.

1.2.4 Use of Technology in Teaching

- **Integration of Technology in Teaching:** Academic staff should be capable of utilizing technology and digital tools to enhance the teaching and learning process. The use of technological tools can help engage students/trainees/participants, create opportunities for remote learning, and support the development of their skills.
- **Preparation for Online and Hybrid Teaching:** Staff must be proficient in designing and delivering instruction through online and hybrid formats, ensuring that all students/trainees/participants have equal access to learning opportunities regardless of their physical location.

1.2.5 Participation in Research and Innovation in Education

- **Support for Innovation and Research:** Academic staff should actively engage in innovation and scientific research to contribute to the development of their field and to introduce new and effective practices in teaching.
- **Creating Opportunities for Advanced Learning:** The academy should provide opportunities for students/trainees/participants to engage in advanced learning, research, and activities that can enhance their prospects for successful careers.

1.3 Infrastructure Standard

The infrastructure standard for quality in education pertains to the establishment and maintenance of the physical and technological conditions necessary to provide an appropriate and effective teaching and learning environment. These standards ensure that the academy possesses the required facilities and resources to support instructional processes, foster the development of students'/cadets'/participants' skills, and deliver a high-quality educational experience.

1.3.1 Physical Infrastructure

- **Appropriate and Functional Classrooms:** Classrooms should be spacious and designed to facilitate effective teaching and learning. They must be equipped with necessary teaching tools (such as boards, chairs, desks, and, where possible, SMART technology devices) and provide adequate space for both group activities and individual work.
- **Safety and Comfort:** The academy must ensure a safe environment for students/cadets/attendees and staff. This includes building security, fire safety measures, accessibility for persons with disabilities, and adequate hygienic and sanitary conditions (toilets, lighting, ventilation, heating, and air circulation).
- **Laboratories and Practical Spaces:** For practical subjects, the Academy should have well-equipped laboratories (for training involving chemical agents such as latent fingerprint detection, etc.) and spaces designated for practical activities. These areas must be secure, clean, and equipped with the latest materials and technologies for experiments and hands-on applications.
- **Libraries and Out-of-Classroom Study Areas:** Libraries and study spaces are a vital part of the infrastructure. They should possess an adequate collection of books, journals, and digital materials, as well as spaces for individual and group study.
- **Cafeteria and Relaxation Areas:** To ensure a healthy and motivating environment, it is important that the academy, within its educational mandate, provides opportunities for relaxation and food services, such as a cafeteria and social spaces where students/cadets/attendees and staff can interact.

1.3.2 Technological Infrastructure

- **Digital Learning Equipment:** The Academy should be equipped with technological devices such as computers, projectors, interactive screens, and systems for distance learning. The use of technology must support teaching and enable better interaction with students/cadets/attendees, as well as facilitate access to various digital resources and materials.
- **Internet Connectivity and Communication Networks:** The Academy must have a fast and stable internet connection, along with network systems that allow the use of communication and learning technologies. Internet access is essential for information research and the development of technology-based learning.
- **Educational Software and Applications:** To support teaching, quality applications and software should be available to assist in creating personalized learning experiences, managing educational materials, and assessing students/cadets/attendees. The use of online learning platforms or blended learning modalities is also an important standard.
- **Technical Support and Training:** Both staff and students/cadets/attendees should receive support for the use of technology and devices. This includes the provision of regular training sessions and technical assistance in cases of equipment or digital platform issues.

1.3.3 Accessibility and Inclusion

- **Equal Access for All Students/Cadets/Attendees:** The infrastructure must ensure equal opportunities for all students/cadets/attendees. This includes appropriate assistive tools as well as other services that facilitate the inclusion of students/cadets/attendees from all groups.
- **Accessibility of Learning Resources and Materials:** Learning resources and materials should be accessible to all students/cadets/attendees. This means that materials must be available in various formats and that the use of technology and online libraries ensures full access.

1.3.4 Support and Administrative Facilities

- **Administrative and Support Offices for Students/Cadets/Attendees:** The academy should provide designated spaces where students, cadets, or attendees can receive both administrative and academic support, including counseling and information regarding enrollment and other opportunities.
- **Facilities for Extracurricular Activities:** In addition to instructional spaces, it is essential to offer facilities that support extracurricular activities, such as gyms, cultural halls, and areas designated for extracurricular programs. These spaces contribute significantly to the development of the social and physical skills of students, cadets, or attendees.

1.4 Data Storage Standard

The data storage standard in education and other fields pertains to the measures and practices that academies must follow to protect and manage sensitive and critical information, such as the personal, academic, and administrative data of students, cadets, attendees, and staff. This standard is essential to ensure that data is securely stored in compliance with relevant legislation and to safeguard the privacy and rights of individuals.

The key elements of the data storage standards include:

1.4.1 Compliance with Data Protection Laws and Regulations

- **Compliance to Local and International Legislation:** Educational academies must ensure that their data storage practices comply with all applicable local and international laws and regulations.
- **Privacy Protection Policies:** The Academy should implement clear policies to protect the privacy of students, cadets, attendees, staff, and other individuals, ensuring that personal data is securely maintained and used solely for the purposes for which it was collected.

1.4.2 Data Security and Protection

- **Security Measures for Data Storage:** The Academy shall employ technologies and security protocols to protect data, including information encryption, the use of secure data management systems, and measures to prevent unauthorized access.
- **Access Controls and Restrictions:** Access to data shall be limited strictly to individuals who require the information based on their duties and responsibilities. This implies that each individual should only have access to the information necessary to perform their tasks.
- **Data Backup and Recovery:** The academy must develop and maintain policies for regular data backups to ensure that, in the event of data loss or system failure, information can be effectively recovered.

1.4.3 Data Storage and Destruction

- **Storage of Data for the Appropriate Period:** Data should be stored for the duration required by law or institutional policies. For example, academic records may be preserved for an extended period for historical or reporting purposes, whereas personal data should be deleted after a specified timeframe.
- **Destruction of Unnecessary Data:** When data is no longer needed and has surpassed the preserved period, it must be securely destroyed to prevent unauthorized use or misuse. This includes the destruction of physical documents and the deletion of electronic data to ensure they become inaccessible.

1.4.4 Staff Training and Awareness

- **Training of Staff in Data Management:** Staff members with access to data should receive regular training on best practices for data storage and management. This includes knowledge of data protection laws, information security, and the ethical handling of data.
- **Awareness and Security Policies:** The Academy must ensure that every staff member, as well as students, cadets and attendees, have a clear understanding of the rules and policies related to data protection and the potential consequences of violating these policies.

1.4.5 Protection of Sensitive Data

- **Protection of Personal and Sensitive Data:** Data containing sensitive information (such as health, financial, or other private information) must be stored with enhanced security measures and handled with greater care compared to other types of data. It is also important to emphasize that the Academy has established mechanisms for the storage of sensitive data through structural filters as well as institutional measures, including the designation of an official responsible for personal data protection.

1.5 Review and Updating of Internal Standards

The review of internal quality assurance standards is a process closely linked to trends in external quality assurance standards and will be revised and updated over time in accordance with external requirements. In fact, the review of internal quality assurance standards is a crucial process that helps the Academy ensure it meets the demands and objectives related to maintaining quality within processes that affect regional dimensions. This review is essential for identifying opportunities for improvement and ensuring that quality management processes are appropriate and effective.

1.5.1 Document Updating Elements

Within the review process, the following key elements will be taken into consideration:

- **Updating Quality Standards:** Reviewing the established quality policies and procedures to ensure they are current and compliant with prevailing requirements.
- **Performance Evaluation of the Process:** Assessing how effectively these standards have been implemented in practice.
- **Compliance with International Standards:** Ensuring compliance external standards, including international quality standards.

The document will be reviewed **every three (3) to five (5) years.**

1.5.2 Update Table

No.	Review Date	Purpose of review	Aspects for Review	Comments & improvement	Approved by;