



UNIVERSITETI
BARLETI

UNIVERSITETI “BARLETI”

QUALITY ASSURANCE POLICIES

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1. Quality Assurance Policy

The “Quality Assurance Policy” is a document approved by the Academic Senate of “Barleti” University (hereinafter UniBa), which serves to guide decisions and orient the quality assurance process for all of the institution’s activities. The quality assurance policy is the set of objectives, principles and rules followed by UniBa in decision-making and planning quality assurance activities, in fulfilment of its vision and mission. For the purpose of continuous quality improvement, UniBa has established an internal quality assurance system that supports the achievement of the strategic objectives of UniBa and its constituent units. The internal quality assurance system is an integrated system composed of its own independent structures, which operate through regulations and other supporting documents, mechanisms, instruments and indicators approved in the annual work plan, which together help maintain and develop the quality of activities at the University. Objectives are achieved through a series of measures and methods used to describe and measure operations and to identify obstacles to their functioning, in order to meet the requirements for sustainable and effective development.

UniBa’s quality assurance policy is articulated according to a taxonomy containing quality assurance objectives, quality management principles, quality assurance standards, the policy on participation in evaluation, the policy on roles in evaluation, the policy on evaluation methods and process, the policy on the use of evaluation, and the policy on the evaluation of evaluation.

UniBa builds its quality assurance activity on two approaches:

- a) the “*quality as fitness with mission, vision and purpose*” approach, which understands quality as fulfilment of the institution’s mission and vision and of the purpose of a study programme, established objectives and an expected result;
- b) the “*standards-based*” approach, which understands quality as fulfilment of state quality standards that allow a degree of comparison.

Internal quality assurance must guarantee a learning environment in which programme content, learning opportunities and facilities are fit for purpose. Quality assurance has three main objectives:

- a. *Quality control;*
- b. *Accountability;*
- c. *Quality improvement.*

At the heart of all quality assurance activities are the “twin” objectives of accountability and improvement. Taken together, these build confidence in the performance of the higher education institution. A successfully implemented quality assurance system would provide the information necessary to assure the higher education institution and stakeholders of the quality of activities (accountability), facilitate the addressing of findings, and optimise the use of available resources by the management structure in implementing recommendations, with the aim of further

improving quality (improvement). Quality assurance and quality improvement processes are therefore interconnected.

UniBa carries out quality assurance through internal and external quality assurance processes. The quality assurance policy document is drafted by the Commission for the Assurance of Quality Standards (hereinafter CAQS) and approved by the Academic Senate. When quality is created, developed, implemented and monitored, and when quality policies, procedures, structures and initiatives are evaluated, an integrated approach is required, including quality assurance and quality management as defined below:

- quality assurance focuses on academic matters such as curriculum development, programme (re)accreditation, and academic and ethical standards. It also includes teaching and learning, which are broadly linked to services that directly support students, such as the library, student services, and the career and alumni office;
- quality management aims at the effective development, implementation and monitoring of policies and procedures, as well as the quality of administrative sections and services.

The quality assurance policy is drafted in accordance with UniBa's mission and vision concerning equality and diversity, as set out in the Institution's legal acts. This includes fair and equal treatment for all UniBa employees and service users, respect for diversity and implementation of the Institution's policy. The Regulation of the Council for Ethics and Equal Opportunities supports UniBa in addressing discrimination and ensuring respect, equal opportunities and academic freedom. Drafting and amending the quality assurance policy is an inclusive, open and transparent process. Amending the quality assurance policy is a process that includes reviewing and updating principles, standards and indicators; improving the quality management system and evaluation procedures; and updating and improving monitoring and evaluation guidelines and instruments.

1.1. Legal Basis

The quality assurance policy is based on the following legal and regulatory documents:

- Law No. 80/2015 “On Higher Education and Scientific Research in Higher Education Institutions in the Republic of Albania”, Articles 103, 104, 106 and 46;
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), as well as other international higher education acts;
- The Higher Education Quality Code, approved by Decision of the Council of Ministers No. 824, dated 24.12.2021;
- Decision of the Council of Ministers No. 621, dated 22.10.2021, “On the Approval of the National Education Strategy 2021-2026 and its Action Plan”;
- ASCAL Manual on the procedures and deadlines for quality evaluation within the accreditation of Higher Education Institutions and study programmes;

- Statute of “Barleti” University, Article 10, point 2;
- Regulation of “Barleti” University, Article 14;
- Regulation of the Curriculum Development and Quality Unit (hereinafter CDQU);
- Quality Manual;
- ISO 9001:2015 Standards.

Quality is at the centre of all activities of “Barleti” University, with a particular focus on raising standards, recognising achievements and promoting a positive and collaborative culture within the institution. UniBa establishes policies that cover the internal quality assurance unit (CDQU) and all activities and stakeholders within the institution connected with ensuring standards.

1.2. Purpose of Internal Quality Assurance

UniBa promotes continuous quality assurance and improvement in all areas of activity through which it implements and develops its mission. For this purpose, it has a structured and integrated system of principles, mechanisms and procedures intended to guide the actions and conduct of all actors involved at different levels of responsibility and within the academic and organisational structure, in pursuing institutional objectives with a focus on the quality of processes, resources and results, in order to meet the needs of all key actors, beginning with students. All processes that feed UniBa’s quality assurance system refer to a quality policy that establishes the set of principles guiding UniBa’s activity towards quality objectives and the general methods adopted for achieving them. The main objective of the quality assurance policy is to establish the general principles that inspire actions intended to assure and improve the quality and effectiveness of the educational process (teaching and learning), scientific research activities and support services, orienting them towards the pursuit of institutional objectives. Verification of the implementation of the quality policy is entrusted to the CAQS (a collegial body that reports to the Senate and also performs a support role for bodies and structures involved in quality assurance processes), while the CDQU is entrusted with overseeing the overall functioning of the system in order to verify its effectiveness.

The purpose of the internal quality assurance system is to support:

- a) development of the University in accordance with the European concept of quality in university education;
- b) teaching, research, development and innovation activities that encourage the development of individuals and prepare them for life in an increasingly complex society;
- c) lecturers, their development and cooperation with students in a free academic environment;
- d) preparation of graduates who can succeed in the national and international labour market and work with the latest scientific discoveries, preserve, disseminate and further develop existing achievements of humanity in the fields of science, technology, culture and society;
- e) institutional and study programme accreditation.

Evaluation activities within internal quality assurance are carried out in order to:

- a) determine the extent to which and the manner in which UniBa's mission has been fulfilled;
- b) determine the level at which state quality standards for the institution and study programmes have been fulfilled;
- c) ensure the continuous advancement of the quality of activities;
- d) identify and promote good practices;
- e) identify elements requiring intervention to improve the existing situation;
- f) meet accreditation requirements.

Quality management focuses on the effective development, implementation and monitoring of quality policies and procedures. Through internal quality assurance, UniBa aims:

- to promote a quality culture under which every member of the UniBa community views quality assurance and improvement as an individual and collective responsibility;
- to develop strategies, policies, procedures and processes that support an effective cycle of planning, implementation, monitoring, evaluation and improvement of activities in accordance with the Institution's vision and mission;
- to create a clear and realistic picture of quality at a given time according to the approaches of "quality as fitness with mission and purpose", which understands quality as fulfilment of the institution's mission and the purpose of a study programme, established objectives and an expected result, and "standards-based quality", which understands quality as fulfilment of state quality standards that allow a degree of comparison;
- to optimally adopt the application of quality assurance standards and best practices, particularly trends in the European Higher Education Area;
- to ensure inclusiveness and stakeholder contribution through communication and publication of information and decisions;
- to promote effective teaching and learning that combines a research-led approach with a student-centred approach;
- to ensure the protection of integrity and academic freedom;
- to monitor and evaluate the management of financial resources;
- to ensure information that will serve external evaluation and accreditation;
- to identify and analyse the strengths and weaknesses of the institution's overall activity, as well as those of the main and basic units operating within the institution;
- to monitor and evaluate fulfilment of study programme standards;
- to monitor and evaluate the quality of student preparation;
- to monitor and evaluate fulfilment of scientific research standards;
- to monitor and evaluate fulfilment of professional standards by academic, academic-support and administrative staff;

- to encourage academic, academic-support and administrative staff and students to reflect;
- to monitor and evaluate the quality of services UniBa provides to students.

The guiding principles are summarised below:

- Transparency and sharing of mechanisms and procedures that ensure the quality of teaching and academic processes, through the assignment of clear and precise responsibilities and adequate means to allow effective implementation and continuous monitoring over time.
- Active participation of all academic staff, beginning with the governing bodies of “Barleti” University and those responsible for academic and administrative structures, through to academic and academic-support staff, students and external stakeholders, in assuring quality improvement.
- A culture of self-evaluation and a critical approach to the management of all processes that contribute to the quality and success of UniBa’s activity.
- Enhancement of merit and diversity, respect for pluralism, moral integrity and attention to social responsibility, which are fundamental values and foster an environment conducive to continuous change and innovation, with the aim of the overall improvement of the institution and all its components.

The mechanisms for implementing these principles are based on the following:

In order to develop a positive quality culture, respond as effectively as possible to change and meet the need for continuous improvement, UniBa uses a variety of internal evaluation mechanisms, including but not limited to the following:

- Attention to empirical evidence and to the measurement and monitoring of objective and verifiable data as fundamental supporting elements for correctly guiding decision-making at all levels;
- The quality of teaching and learning is maintained and developed through the teaching-observation scheme, annual student evaluations, individual staff evaluation and professional-development opportunities;
- Academic and administrative units, at institutional and main/basic-unit level, prioritise and articulate strengths, weaknesses and priorities in action plans that are broadly guided, disseminated and actively used;
- UniBa’s finances are monitored through internal and external auditing;
- The University provides regular staff training and supports staff in accordance with requirements for qualifications, research publication and mobility.

1.3. Principles of Quality Management

“Barleti” University relies on the international ISO 9001:2015 standards for quality management systems in building its quality management framework, focused on the effective development, implementation and monitoring of quality policies and procedures. The general criteria through

which UniBa's quality policy is expressed take into consideration the following fundamental principles:

Principle 1: Student focus (Student-Centred Approach). This principle means involving students through proactive student-staff relationships, active-learning approaches, and transparent and accountable support mechanisms. Students should feel that their voice is heard, that they contribute to the learning process and share their experiences with others, and that they are part of the institution. Applying this quality principle is essential and serves the Institution's long-term success.

Principle 2: Leadership. This principle means that orienting the Institution's activities according to a vision, mission and development objectives supports the quality assurance process and requires the quality management system to be built in accordance with them.

Principle 3: Inclusiveness. All members of the UniBa community are required to be involved in quality assurance and to be respected, because in this way each person contributes to quality fulfilment and expresses individual and collective responsibility in the process.

Principle 4: Process approach. Interconnecting all UniBa activities and functioning as an integrated system within the Institution helps optimise processes and achieve sustainable and clearly defined results.

Principle 5: Improvement. In today's era of rapid change, success is linked to continuous improvement. Improvement is important for the Institution in maintaining the level of performance achieved, responding to change, and creating new development opportunities by attaining "high performance".

Principle 6: Evidence-based decision-making. Under this principle, facts, evidence and data analysis enable a high degree of objectivity in decision-making so that the desired results can be achieved.

Principle 7: Management of stakeholder relationships. Under this principle, stakeholders affect the Institution's performance; therefore, sustainable success is achieved when the Institution manages its relationships with stakeholders well in order to optimise their impact on its performance.

1.4. Standards for Internal Quality Assurance

UniBa adheres to the standards for internal quality assurance applicable in the European Higher Education Area (ESG), adopted by the Ministerial Conference (May 2015).

Standard 1. Policy for quality assurance

The institution should have a quality assurance policy that is made public and forms part of strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

Standard 2. Design and approval of programmes

The institution provides processes for designing and approving the study programmes it offers. Study programmes should be designed so that they meet their objectives and learning outcomes. The qualification awarded for the study programme should correspond to the appropriate level of the national and European qualifications frameworks.

Standard 3. Student-centred learning, teaching and assessment

The institution guarantees that programmes are delivered in a way that encourages students to play an active role in creating the learning process and that assessment reflects this approach.

Standard 4. Student admission, progression, recognition of credits and certification

The institution should predefine and publish rules for all stages of the student “life cycle”: admission, academic progression, recognition of credits and graduation.

Standard 5. Academic staff

The institution should guarantee the quality of academic staff. It should apply transparent procedures for the recruitment and development of academic staff.

Standard 6. Learning resources and student support

The institution should have appropriate funding for learning and teaching activities and guarantee that learning resources and student support are provided.

Standard 7. Information management

The institution should guarantee that it collects, analyses and uses appropriate information for the effective management of programmes and other activities.

Standard 8. Public information

The institution should publish information on its activities, including study programmes, which should be clear, accurate, objective, up to date and easily accessible.

Standard 9. Ongoing monitoring and periodic evaluation of programmes

The institution should periodically monitor and evaluate the programmes it offers and guarantee that their objectives and the needs of students and society are fulfilled. These evaluations should lead to continuous programme improvement. Actions undertaken as a result of evaluation and improvement should be communicated to stakeholders.

Standard 10. Cyclical external quality assurance

The institution should undergo external quality assurance on a cyclical basis, in accordance with national and European standards and guidelines.

1.5. Areas and Approaches to Evaluation within Quality Assurance

Internal quality assurance focuses on the areas defined in UniBa's regulatory documents, the Quality Code and other applicable legal and subordinate legal acts. Areas of internal evaluation are: the institution's overall activity, study programmes, teaching, scientific and applied research, student achievement, student services, human-resource performance and institutional management.

Institutional evaluation is carried out according to the "mission- and purpose-based" approach and the "standards-based" approach.

Evaluation of study programmes, scientific and applied research, and student services is carried out according to the standards-based approach.

Student achievement is evaluated on the basis of learning outcomes. Human resources are evaluated on the basis of performance standards and indicators.

1.6. Elements of Quality Assurance at UniBa

- a) UniBa's quality assurance policy;
- b) the regulatory framework for quality;
- c) establishment of the quality management and internal quality assurance system;
- d) development of a quality culture;
- e) performance of monitoring, evaluation and improvement activities.

1.6.1. Institutional Quality is assured through:

- a) the institutional development policy;
- b) the regulatory framework;
- c) fulfilment of the mission;
- d) provision of quality study programmes;
- e) effective management of the institution and of material and financial resources;
- f) fulfilment of quality standards;
- g) continuous monitoring of the institution's activity;
- h) internal evaluation, external evaluation and accreditation.

1.6.2. Quality of Study Programmes and Teaching is assured through:

- a) definition of criteria and deadlines for programme design, restructuring and improvement;
- b) quality standards and criteria for study programmes;

- c) activity of the Study Programme Council (SPC);
- d) implementation of the credit system;
- e) evaluation and improvement of course programmes;
- f) testing and assessment of knowledge;
- g) evaluation of teaching;
- h) the study programme regulation;
- i) the quality and required number of academic and academic-support staff covering the programme;
- j) the policy for selecting university textbooks;
- k) contemporary teaching technology;
- l) provision of book collections by field of study and electronic library services;
- m) teaching infrastructure;
- n) internationalisation of programmes;
- o) monitoring, internal evaluation and accreditation.

1.6.3. Quality of Students is assured through:

- a) admission policy and criteria;
- b) student assessment policy;
- c) criteria for evaluating diploma theses;
- d) learning-outcome indicators;
- e) assessment of student needs;
- f) indicators for student support services;
- g) the plagiarism verification system;
- h) graduate-employment indicators;
- i) support for student mobility;
- j) recognition of studies.

1.6.4. Quality of Human Resources is assured through:

- a) recruitment policy;
- b) job descriptions;
- c) performance indicators;
- d) performance evaluation;
- e) support for mobility;
- f) needs assessment;
- g) creation of appropriate working conditions;
- h) promotion policy;
- i) training policy.

1.6.5. Quality of Scientific and Applied Research is assured through:

- a) the strategic plan for scientific and applied research and the medium-term strategy;
- b) the procedure for monitoring indicators and evaluating scientific and applied research;
- c) the system for tracking calls for national and international projects, providing information, and creating expert groups for drafting and implementing projects;
- d) the scientific research ethics regulation.

1.6.6. Quality of Student Support Services is assured through:

- a) the services policy;
- b) definition of service indicators;
- c) monitoring of indicators;
- d) evaluation of services;
- e) regulations for academic, legal, psychosocial, safety and health-protection services for students.

1.6.7. Quality of Financial Management is assured through:

- a) securing reliable funding sources in accordance with the University's needs;
- b) implementation of appropriate financial-planning methods;
- c) the scholarship-system policy;
- d) financial auditing;
- e) reporting on financial-resource management.

1.7. Procedure for Drafting and Amending the Quality Assurance Policy

Drafting the quality assurance policy is an inclusive, open and transparent process developed at UniBa on the basis of contemporary evaluation theory, contemporary best practices, domestic and European regulatory documentation on higher education, and lessons learned from the experience of implementing quality assurance at UniBa to date. The quality assurance policy follows UniBa's strategic-planning cycle. This cycle includes the evaluation and redefinition of strategic challenges, positioning and the University's principal actions. Depending on the review of the mission, vision and market orientation, the policies related to them consequently and continuously change in line with the overall quality policy.

Amending the quality assurance policy is a process containing two aspects: a) a formal evaluation of the policy carried out at defined intervals, but also whenever implementation problems or new legal and regulatory documents arise, to determine the efficiency of the University's policy in achieving quality goals and objectives; 2) amendment, updating and improvement of the policy, including review and updating of principles and standards, improvement of the quality management system and evaluation procedures, and updating and improvement of the Quality Manual and quality instruments. The amendment is carried out by the CAQS in accordance with the amendment procedure. The quality assurance policy is further

specified through the following sub-policies, which aim to guide and oversee the main university processes in a more specific manner:

- Quality policy in teaching;
- Quality policy in scientific research;
- Quality policy in the recruitment, management and development of academic staff;
- Quality policy in student selection and orientation processes.

The entire process is reviewed as an important link in the overall self-evaluation process by the CAQS and the quality teams of the main/basic units.

2. Structures Responsible for Internal Quality Assurance

UniBa has defined the functional responsibilities of the bodies and authorities responsible for quality assurance at all levels. All the structures cited below have the freedom and authority to identify problems, take initiatives, provide recommendations and propose solutions to quality issues. The mechanisms used by the University to ensure an effective communication instrument have a threefold function: a) to provide opportunities for the issues, concerns and recommendations of all members of the university community to be made known; b) to guarantee that all members of the University are effectively informed in a timely manner about decisions taken by the responsible bodies; c) to provide opportunities and space for all staff and students to participate actively in the quality assurance process. UniBa regularly maintains and reviews its internal quality structure to ensure that it is fit for purpose. At institutional level, this includes the following units and roles:

The **Senate** appoints the CDQU and approves the annual periodic report. The Senate also has decision-making authority and therefore oversees quality in a range of other academic matters, such as approval of academic study regulations, student-admission competitions, accreditation of study programmes and promotion to specific teaching-scientific titles.

The **Board of Administration** approves the strategic plan, in which quality assurance and quality management are important components. It bears ultimate responsibility for governance.

The **Commission for the Assurance of Quality Standards** operates at institutional level. The Commission is proposed by the Rectorate and appointed by the Senate. It analyses relevant data, discusses quality issues and programmes to be accredited, and provides advice, proposals and recommendations to the faculty or other faculty bodies where improvement is needed. The Commission provides reflective analyses in support of the unit's annual Action Plan and the annual institutional report - the Self-Evaluation Report.

The **Rector of UniBa** is the highest academic authority and its legal representative for academic and protocol matters. The Rector chairs the Rectorate and is Chair of the Academic Senate. The

Rector is selected and proposed by the Board of Trustees and appointed by the Assembly of Partners in accordance with the applicable legislation. The Administrator of UniBa is the highest administrative authority and is responsible for the management and sound financial functioning of UniBa.

The **Administrator** is the institution's legal representative for financial and administrative matters, facilities management, security and logistics, in accordance with legal provisions. The Administrator is appointed and dismissed by the Board of Administration, reports on activities to that Board, and periodically informs the Academic Senate.

The **Curriculum Development and Quality Unit** at University level, appointed by the Senate, is responsible for drafting UniBa's annual self-evaluation report in accordance with the required criteria and process. The CDQU coordinates the functioning of quality assurance activities and processes, including student surveys. It supports the basic and main units in cooperation and mutual trust, leads specific quality initiatives, ensures that information is disseminated, and promotes a positive quality culture through a range of communication mechanisms.

The **ASCAL Institutional Coordinator (AIC)** is proposed and appointed by the Rector and is responsible for maintaining contact with the Quality Assurance Agency (ASCAL). The Coordinator organises, follows and coordinates accreditation processes and updates academic-staff and student data in the AMS system.

The **University-level Performance Evaluation Commission** considers matters related to the performance of academic, academic-support and administrative staff employed by the institution. The activity of the Performance Evaluation Commission is coordinated by the Performance Management Coordinator, who is proposed by the Administrator and appointed by the Rector.

The **Student Council** is an independent organisation of UniBa students that does not engage in political or economic activity. It enables student participation and coordinates their representation in UniBa's governing bodies. The Student Council expresses opinions and proposals on matters of general interest to UniBa, such as curricula and study programmes, the right to study, quality of services, and the development of various cultural, artistic and sporting activities. Student contributions to quality improvement are expressed through student representatives in the Academic Senate, standing committees, quality teams and the CAQS; they are regularly invited to the units cited to provide data and monitor UniBa's activities.

At faculty level, the structures responsible for assuring quality standards are:

- The Curriculum Development and Quality Unit at the Faculties;
- The Internal Evaluation Group for each programme (IEG.Bch. / IEG.PM. / IEG.MSc.);
- Programme coordinators (Co.Bch. / Co.PM / Co.MSc.).

3. Monitoring, Evaluation and Improvement Activities

For quality assurance purposes, the following monitoring activities are carried out at UniBa:

- systematic monitoring of UniBa's compliance with the legal and regulatory framework; curriculum criteria; student-admission criteria; student-assessment criteria; recruitment and job-performance criteria for academic, academic-support and administrative staff; institutional-management criteria; and criteria for managing material
- and financial resources;
- systematic monitoring of academic-staff quality indicators;
- systematic monitoring of student quality indicators;
- systematic monitoring of scientific and applied research quality indicators;
- systematic monitoring of quality indicators for student services;
- systematic monitoring of infrastructure indicators.

For quality assurance purposes, the following internal evaluation activities are carried out at UniBa:

- internal evaluation at institutional, main-unit and basic-unit level;
- internal evaluation of study programmes and teaching;
- evaluation of scientific research activity;
- evaluation of the performance of heads of basic units and of academic, academic-support and administrative staff;
- assessment of the training needs of academic, academic-support and administrative staff;
- evaluation of the quality of student achievement;
- assessment of students' needs for academic, legal and psychosocial services;
- evaluation of the labour market for the University's strategic development;
- financial auditing.

Quality assurance of study programmes is one of the main objectives of "Barleti" University. All study programmes are licensed and (re)accredited in accordance with Law No. 80/2015 "On Higher Education and Scientific Research in Higher Education Institutions in the Republic of Albania" and the National Education Framework. In this context, a series of procedures are undertaken to assure the quality of new programmes and of the restructuring, minor amendment, improvement and evaluation of accredited study programmes in operation. The purpose of the procedures is to ensure fulfilment of state quality standards for study programmes. Institutionally, this process is overseen by the Rector, the Vice-Rector for Academic Affairs and the dean's office of the faculty responsible for coordinating programme licensing or (re)accreditation. The process also involves staff, students and other stakeholders, in order to ensure an objective and efficient evaluation of the quality of these programmes, which must meet objectives in response to market requirements and social benefit.

Procedures for opening new study programmes, opening joint programmes with foreign partners, amending accredited study programmes and closing programmes are carried out in accordance

with the requirements and formats set out in the applicable legal, subordinate legal and regulatory documents.

At the end of each academic year, the basic unit organises the periodic review of study programmes and the study regulation for purposes of improvement and future planning. The head of the basic unit activates the Study Programme Council (hereinafter SPC), which is responsible for this process. Evaluation of study programmes offered by the basic unit must be conducted at least once during each complete study cycle. Study programmes are evaluated through internal evaluation and self-evaluation. Self-evaluation is conducted by the SPC, while internal evaluation is conducted by a team established by the basic unit. Evaluation of study programmes should include:

- the mission, profile, curriculum and structure of the study programme;
- course programmes;
- the number of students attending the programme in relation to the number of places offered;
- response to market demand;
- the competence profile developed;
- learning outcomes;
- teaching technology supporting programme implementation;
- funds available for programme development;
- the internal/external lecturer ratio;
- lecturers' qualification level;
- engagement of visiting lecturers;
- teaching infrastructure;
- student feedback;
- employer feedback.

Evaluation of the study programme must be completed by 30 September of each academic year, a deadline that allows minor amendments and improvements for the following academic year. For each re-evaluation of study programmes, an evaluation report and corresponding proposal are prepared. In cases of amendments and improvements, the need for the amendments, their impact on improving quality and the possibilities for implementing them are justified. The need for change may be identified through evaluation by students, the SPC, teaching staff, programme collaborators, and monitoring and evaluation reports.

Basic units are also encouraged to practise monitoring and evaluation of course programmes and teaching by applying the periodic evaluation procedure. Evaluation of course programmes and teaching has several advantages, such as obtaining evidence for improvement; neutral analysis by a third party; comparison of feedback from the basic unit for the same course; and inclusion

of student perspectives, making students an important part not only of decision-making but also of quality evaluation and improvement at Barleti.

Student quality is assured through: admission policies and criteria; student-achievement assessment policy; criteria for evaluating diploma theses; learning-outcome indicators; assessment of student needs; indicators for student support services; academic-integrity rules; the plagiarism verification system; graduate-employment indicators; support for student mobility; and procedures for the recognition of credits and studies and the equivalence of diplomas.

The quality of human resources at UniBa is assured through: recruitment policy, job descriptions, performance indicators, performance evaluation, support for mobility, needs assessment, creation of appropriate working conditions, promotion policy and training policy.

Evaluation of scientific research is conducted at University, main-unit, basic-unit and individual level. Evaluation of the quality of scientific research activity is carried out in accordance with the principles of the European Research Area, applicable subordinate legal acts, the guidelines of the National Agency for Scientific Research and Innovation, the scientific research objectives of the main and basic units, and the individual scientific research objectives of lecturers and researchers. On the basis of the evaluation criteria (bibliometric, impact, infrastructure and internationalisation) set out in Decision of the Council of Ministers No. 165, dated 21.03.2018, "On the methodology of the evaluation process for the scientific research activity of the basic unit of higher education institutions", UniBa establishes a list of scientific research performance indicators that must be monitored periodically. This list includes measurable indicators for each criterion. The mechanisms and instruments for collecting information on these indicators are amended and improved from time to time. The CDQU, in cooperation with the Vice-Rector for Scientific Research, establishes the criteria and procedures for evaluating scientific research activities.

An annual analysis of evaluation data is carried out as part of quality monitoring. For quality assurance purposes, the required improvement is carried out at UniBa on the basis of monitoring and evaluation reports. Monitoring, evaluation and improvement are conducted periodically and in special cases. Monitoring, evaluation and improvement in special cases are carried out by decision of the Academic Senate when deemed important for quality assurance.

3.1. Internal Quality Evaluation Process

In this document, "internal evaluation" is understood as the process carried out by the institution and the study programme to judge fulfilment of quality standards; as a collective institutional reflection and an opportunity to improve quality or support the accreditation process. Internal evaluation is carried out within UniBa's periodic evaluation and accreditation process.

The internal evaluation process includes the systematic collection of academic and administrative data; surveys of students, graduates and employers; interviews with lecturers and

students; and data analysis. The process concludes with an evaluation report analysing the status of the institution and/or study programme against externally and/or internally established standards. The internal evaluation report provides information for the institution itself, the study programme, the external evaluation team and accreditation.

3.1.1. Preparation and Use of Quality Measurement and Evaluation Instruments

Preparation of quality measurement and evaluation instruments is the responsibility of UniBa's CDQU, which prepares the set of quality instruments, including measurement and evaluation instruments used throughout the University. Evaluation is based on a variety of quantitative and qualitative sources and data. Information collected from students, peers, managers and internal and external evaluation teams serves as a source for evaluation. Data are collected using a range of instruments, including:

- ✓ Student questionnaire;
- ✓ Alumni questionnaire;
- ✓ Evaluation forms;
- ✓ Self-evaluation forms;
- ✓ Interviews;
- ✓ Focus groups;
- ✓ Observation sheets;
- ✓ Reports.

Student data are collected through a fully anonymous semi-closed questionnaire, in which students have the opportunity to provide feedback for each course in the study programme. They respond to statements by assigning an assessment on a Likert scale and express their views on possibilities for improvement for each lecturer. The questionnaires are prepared electronically in Google Forms. The collected data are processed in EXCEL and the reports are accompanied by the general database of student evaluations.

The use of instruments and the collection, processing and analysis of data are managed by the CDQU.

3.2. Integration of Internal Evaluation with External Evaluation

Quality in Higher Education is a multidimensional concept. It concerns all functions and activities carried out in higher education institutions: teaching and learning, scientific research, student admissions, lecturer employment and qualification, infrastructure, services to third parties and management. Evaluation of all these dimensions requires both the perspective of those within the institution as constituent parts and that of those outside it who possess the necessary experience to evaluate quality. Consequently, combining internal evaluation with external evaluation of the Higher Education Institution (HEI) is vital for quality improvement.

4. MANAGEMENT OF EVALUATION INFORMATION

4.1. Data Collection and Documentation of Information

Internal evaluation is multidimensional and is based on a variety of quantitative and qualitative sources and data. Data are collected using a range of necessary instruments, such as evaluation forms, self-evaluation forms, questionnaires, interviews, focus groups and observation sheets. The instruments required for monitoring and evaluation are prepared by UniBa's CDQU.

UniBa has built an appropriate data-collection and information-management system to ensure that information and data are available for informed decision-making. The University collects appropriate and useful information for the effective management, development and improvement of programmes and support activities. UniBa is also continuously engaged in analysing, using and enriching this information.

4.2. Storage of Evaluation Information

All quality-related documents are archived in paper and electronic form. Therefore, standardised naming, coding and presentation are recommended for all quality assurance documentation.

4.3. Use of Evaluation Data

Data obtained from monitoring and evaluations carried out at UniBa are used for:

- a) preparing internal evaluation reports;
- b) accreditation;
- c) improving the quality of study programmes, teaching, research, services and management;
- d) the University's annual and strategic planning;
- e) improving the performance of academic, academic-support and administrative staff.

4.4. Informing the Academic Community and Other Stakeholders

"Barleti" University, the main units and the basic units inform the academic community of the main unit and basic unit and all other stakeholders about the results of internal evaluation and accreditation, using various instruments such as information summaries on the official website; publication of internal and external evaluation reports and accreditation decisions; and publication in UniBa's internal system - INTRANET - for staff and students. UniBa guarantees that information published about its provision is fit for purpose, accessible, reliable and available in all languages used at University level. This process is overseen by the Recruitment, Admission and Registration Office, the Career and Alumni Office, and the CDQU. Relevant data are regularly reviewed for improvement. To guarantee transparency regarding institutional activity, teaching, research and services, and to enable lecturers and other employees to learn from one another, information concerning the programme, course, teaching and evaluation results should

circulate among those who have direct responsibility for the quality of academic, research and service outcomes and among all stakeholders. Only confidential information will not be used for a broad audience; this includes individual evaluation for decision-making purposes.

Approved by Decision No. 11, dated 11.02.2025, of the Academic Senate of “Barleti” University

CHAIR OF THE ACADEMIC SENATE

Prof. Dr. Suzana GUXHOLLI

