

	EPOKA UNIVERSITY QUALITY ASSURANCE HANDBOOK				
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QUALITY ASSURANCE HANDBOOK

The Quality Assurance Handbook has been prepared by receiving extensive feedback and input from the EU partner institutions in the framework of the project titled “Strategic support on strengthening the quality assurance structures at the private higher education institutions in Albania” (QAINAL) under the Erasmus+ program.

Drafting Unit	Controlling Unit	Approving Unit
Internal Quality Assurance Office	Permanent Commission on Quality Assurance	Academic Senate

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Introduction

The University commenced academic activities during the 2007-2008 academic year in compliance with the provisions of the Albanian higher education legislation.

In 2012, based on the Decision of the Council of Ministers of the Republic of Albania No. 553, dated 22.08.2012, the legal status of the institution changed from “Institution of Higher Education (“Shkollë e Lartë” in Albanian) to “University”.

All institutional strategies of Epoka University are built on the “Education, Research and Contribution to Society” triangle. To promote further R&D, as well as contribution to society, Epoka University has signed several cooperation agreements with international and national institutions. Among our distinguished partners are the Albania Investment Council, American-Albanian Business Association, Tirana Municipality, British Council Albania, Yunus Centre, Dhaka and others.

Epoka University comprises three faculties: the Faculty of Architecture and Engineering, composed of the Department of Architecture, the Department of Civil Engineering and the Department of Computer Engineering; the Faculty of Economics and Administrative Sciences, composed of the Department of Banking and Finance, the Department of Business Administration and the Department of Economics; the Faculty of Law and Social Sciences composed of the Department of Law, the Department of Political Science and International Relations and the Center for European Studies.

Epoka University is an institution of higher education oriented to scientific research. It manages and organizes its scientific research policy in accordance with its Strategic Plan in the framework of “Research Excellence at Epoka” under the Research and Projects Office.

Epoka University has four research centers: the Center for European Studies (CES), the Center of Research and Design in Applied Sciences (CORDA), the Yunus Center for Social Business and Sustainability (YCSBS) and the Continuous Education Center (CEC).

Epoka University offers education in three study cycles, respectively Bachelor’s, Master’s, and PhD, with 10 Bachelor, 9 Master of Science, 7 Professional Master, 2 Integrated Second Cycle and 6 PhD study programs. The language of instruction in all study programs is English, except for the Bachelor in Banking and Finance study program, which is offered in Albanian as well.

Epoka University fully complies with the requirements of the Bologna Process, such as offering study programs in the three cycles of studies, adoption of both the ECTS credits system and the American credit-hour system, as well as the provision of the diploma supplement for all of its graduates.

In 2017, Epoka University successfully completed the institutional accreditation process under the authority of the Albanian Agency for Quality Assurance in Higher Education.

Epoka University has been committed to quality and excellence since its establishment. This commitment is carried out through developing and maintaining a quality culture among stakeholders (staff, instructors and students etc.), and through the university’s governance and management.

The Epoka University maintains a Quality Assurance Handbook that describes the quality assurance system, quality assurance activities used to continually improve the institution, its operations and study programs.

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1. Organization Structure and Strategy

1.1. Mission and Vision of the Institution

MISSION of EPOKA UNIVERSITY

“To be an innovative and influential teaching and research institution, serving to fundamental human values through the production, dissemination and development of knowledge at an international level as well as to contribute to the improvement of the life quality of society based on national and regional needs. In this context, Epoka University aims at raising well-prepared, productive and competent individuals with a research-oriented spirit, who possess professional ethics and social sensitiveness and are also open towards national and international challenges.”

VISION of EPOKA UNIVERSITY

“To be a leading university in our country in the areas of education, research and development as well as service to society.”

VALUES of EPOKA UNIVERSITY

- Believe in the universality of education and research;
- Obey to universal legal principles and rules;
- Be respectful and tolerant towards different religions, languages, genders, nationalities, colors, and differences in opinion;
- Show no compromise regarding the preservation of justice and integrity;
- Keep institutional identity in the forefront;
- Adopt a participatory, transparent, decision-oriented, sensitive, rapid and effective governance;
- Continuously interact with the community to become a pioneer and a model of learning and research at the local and international level;
- Become a student-focused institution in all procedures;
- Give importance to the harmony, liaison and satisfaction of its personnel;
- Be open to innovation;
- Pursuit excellence;
- Value time;
- Create a safe and sustainable environment in the premises;
- Conduct original research.

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1.2. Organizational Structure

The Organizational structure of the university and its constituent units, identifying their relations and dependencies has been approved by the Academic Senate and Administrative Board.

The structural and organizational composition of the university is as follows:

- a) academic component comprised of governing academic bodies and authorities, main units (faculties), basic units (departments) and scientific research centers.
- b) administrative component comprised of governing administrative bodies and authorities and service units.

All the functions and duties of governing bodies and authorities are described in the Statute of Epoka University.

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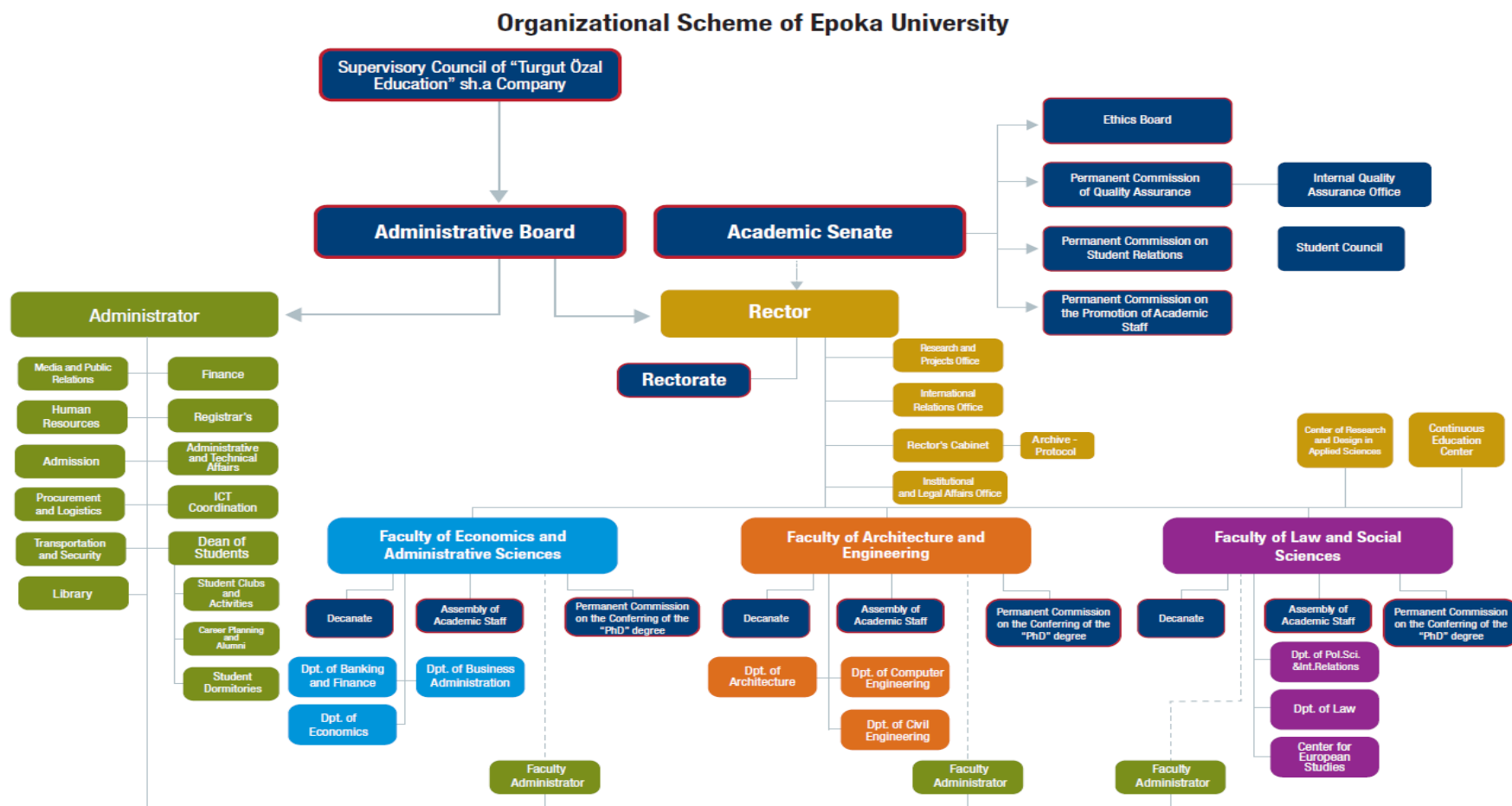


Figure 1. Organizational Scheme

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Strategic (Development) Plan

Strategic Planning (SP) focuses on the actions taken by the University to implement its mission through improving academic and administrative processes implemented in the University. The SP takes place every 5 years. A review of the university mission, as well as a thorough evaluation of the university strengths and weaknesses constitutes the basis for the SP. A top-down approach should be followed to setting goals and objectives. The academic and administrative units of the university are required to develop their strategic plans for the five-year based on university strategy.

The Strategic Planning Council (SPC), is responsible for the development of the university strategic plan, composed of the Rector, which presides, and the ex-officio members and assigned ones. The ex-officio members of the Council are: Vice-Rector, Deans, Directors of the Institutes and Centers, members of PQA Commission and the President of Student`s Council.

The assigned members are: Administrator of the University, Head of the Units, the Coordinator of External Relations and representatives of the sub-councils of strategic planning. In this council can assigned other people outside of the University as well as members of the directive board of company of the University.

The Rectorate, in cooperation with Internal Quality Assurance Unit should initiate the first evaluation of the Strategic Plan after the first two years and submit it to the Academic Senate and the Administrative Board. The departments and other responsible units of the university should prepare and submit their first evaluation reports and studies that define the changes and opportunities for the further implementation of the strategy.

The current strategy covers 2018 to 2022 period. It describes the goals and provides a roadmap for the development of Epoka University in the three main missions: teaching, research and service to the community. The vision and goals of the 2018-2022 Strategy are part of the three main themes of the strategies at the departmental and unit level, mentioned below.

1. Provide a high-quality environment for teaching and learning,
2. Recruit, educate, graduate and provide placement assistance for a high-quality and diverse student body,
3. Provide a high-quality environment for research and project development.

The SPC in cooperation with the Internal Quality Assurance Unit (IQAU) should prepare and administer the SP of the university and its timing according to the hereunder table:

Work	Principal Responsible Unit
Starting work for SP	Rector's Office
Preparation of First Draft of SP	IQAU

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Submission of First Draft of SP to academic and administrative units. Provision of feedback and comments by academic and administrative units	Academic and Administrative Units
Preparation of Second Draft of SP in the light of feedback and comments by academic and administrative units	IQAU
Adaptation of Department SP to the Second Draft of SP Plan	IQAU
Submission of Second Draft of SP to the Rector's Office for Reviewing	IQAU
Last Draft of SP	IQAU
Submission of Last Draft of SP to academic and administrative units for Reviewing	IQAU
Provision of feedback and comments by academic and administrative units	Academic and Administrative Units
Submission of Final Draft to Rector's Office for Reviewing	IQAU
Submission of Final Draft to the Members of the Academic Senate for Reviewing	IQAU
Submission of SP to the Academic Senate Meeting for Confirmation	Rector's Office
Submission of SP to the Higher Board Meeting for Final Approval	Rector's Office
Announcement of SP	Rector's Office

1.3. Admission Requirements

Admissions form an important part of study programme delivery. Admissions requirements and procedures constitute a key part of the Quality Assurance system and should be properly set, observed and followed through.

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The criteria for admission at each study program of EPOKA University are approved by the Academic Senate based on department's proposals, in accordance with the legal provisions in force.

Admission Requirements must be transparent in all cases. University should ensure that sufficient and accurate study programme information is provided in the promotion brochure, leaflet and website, thus making them visible and accessible for everyone.

Basic Units are required to recruit students to programmes according to the entrance requirements as approved by the Academic Senate of Epoka university and follow the admission regulations of the study programmes.

No.	Study programs offered by EPOKA University	Admission Criteria for 2018-2019
1	Bachelor study programs offered in English under the Faculty of Economics and Administrative Sciences & the Faculty of Law and Social Sciences:	1. Students holding a high school degree or equivalent degree;
		2. A minimum high school CGPA of 7.00 out of 10.00 or equivalent CGPA;
2	Bachelor study programs offered in English under the Faculty of Architecture and Engineering:	3. English proficiency level B1 according to CEFR in one of the following exams: a) Cambridge b) IELTS c) TOEFL Internet-based Test (iBT) d) TOEFL Paper-based Test (ITP) e) TOEIC f) GESE h) APTIS, which is the English Proficiency Exam of EPOKA University and is conducted by British Council Albania at the premises of the University.
		In cases when the Student has completed his studies in a high school where teaching is conducted entirely in English, he is exempted from the obligation to submit this document.
3		1. Students holding a high school degree or equivalent degree;
		2.a. A minimum high school CGPA of 7.00 out of 10.00 or equivalent CGPA; and 2.b. The minimum high school grade average received at the "Mathematics" and "Physics" subjects should be 7.00 out of 10.00 or equivalent to it.
		3. English proficiency level B1 according to CEFR in one of the following exams: a) Cambridge b) IELTS c) TOEFL Internet-based Test (iBT) d) TOEFL Paper-based Test (ITP) e) TOEIC f) GESE h) APTIS, which is the English Proficiency Exam of EPOKA University and is conducted by British Council Albania at the premises of the University.
		In cases when the Student has completed his studies in a high school where teaching is conducted entirely in English, he is exempted from the obligation to submit this document.

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	Bachelor study programs offered in Albanian	2. A minimum high school CGPA of 6.00 out of 10.00 or equivalent CGPA.
4	Integrated second cycle study programs:	1. Students holding a high school degree or equivalent degree; 2. A minimum high school CGPA of 7.00 out of 10.00 or equivalent CGPA; 3. English proficiency level B1 according to CEFR in one of the following exams: a) Cambridge b) IELTS c) TOEFL Internet-based Test (iBT) d) TOEFL Paper-based Test (ITP) e) TOEIC f) GESE h) APTIS, which is the English Proficiency Exam of EPOKA University and is conducted by British Council Albania at the premises of the University. In cases when the Student has completed his studies in a high school where teaching is conducted entirely in English, he is exempted from the obligation to submit this document.
5	Master of Science study programs:	1. Students holding a Bachelor degree or equivalent degree in disciplines determined by the Scientific Committee of the respective Department; 2. A minimum CGPA of 2.50 out of 4.00 for the students who have completed their Bachelor study programs at EPOKA University or 7.00 out of 10.00 or equivalent CGPA for students who have completed Bachelor study programs in other Higher Education Institutions (HEIs); 3. Students who have completed their Bachelor study programs at EPOKA University with a CGPA between 2.00 - 2.49 out of 4.00 or students who have completed their Bachelor study programs at other HEIs with a CGPA between 6.00 - 6.99 out of 10.00 shall be able to enroll in the Master of Science study program subject to the successful passing of the Scientific Interview with the Scientific Committee of the respective Department; 4. English proficiency level B2 according to CEFR in one of the following exams: a) Cambridge b) IELTS c) TOEFL Internet-based Test (iBT) d) TOEFL Paper-based Test (ITP) e) TOEIC f) GESE h) APTIS, which is the English Proficiency Exam of EPOKA University and is conducted by British Council Albania at the premises of the University. In cases when the Student has completed his first cycle (Bachelor) studies in a study program where teaching is conducted entirely in English, he is exempted from the obligation to submit this document.
6	Professional Master study programs	1. Students holding a Bachelor degree or equivalent degree in disciplines determined by the Scientific Committee of the respective Department;

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		2. A minimum CGPA of 2.00 out of 4.00 for the students who have completed their Bachelor study programs at EPOKA University or 6.00 out of 10.00 or equivalent CGPA for students who have completed Bachelor study programs in other HEIs; 3. English proficiency level B1 according to CEFR in one of the following exams: a) Cambridge b) IELTS c) TOEFL Internet-based Test (iBT) d) TOEFL Paper-based Test (ITP) e) TOEIC f) GESE h) APTIS, which is the English Proficiency Exam of EPOKA University and is conducted by British Council Albania at the premises of the University. In cases when the Student has completed his first cycle (Bachelor) studies in a study program where teaching is conducted entirely in English, he is exempted from the obligation to submit this document.
7	PhD study programs	1. Students holding a Master of Science/Master of Arts, integrated second cycle studies or any other equivalent diploma in the field of the Doctorate (PhD) program or in a close field previously defined in the requirements established by the respective of the Scientific Committee. 2. CGPA of at least 2.70 out of 4.00 or 8 out of 10 from the Master of Science/Master of Arts, integrated second cycle studies or any other equivalent diploma in the field of the Doctorate (PhD) program or in a close field previously defined in the requirements established by the respective Scientific Committee or an equivalent CGPA 3. English proficiency level C1 according to CEFR in one of the following exams: a) Cambridge b) IELTS c) TOEFL Internet-based Test (iBT) d) TOEFL Paper-based Test (ITP) e) TOEIC f) GESE h) APTIS, which is the English Proficiency Exam of EPOKA University and is conducted by British Council Albania at the premises of the University.

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2. Organizational Structure of Internal Quality Assurance Unit

2.1. Description of the IQAU and its Executive Staff

The organizational structure of IQAU OF Epoka University is as follows:

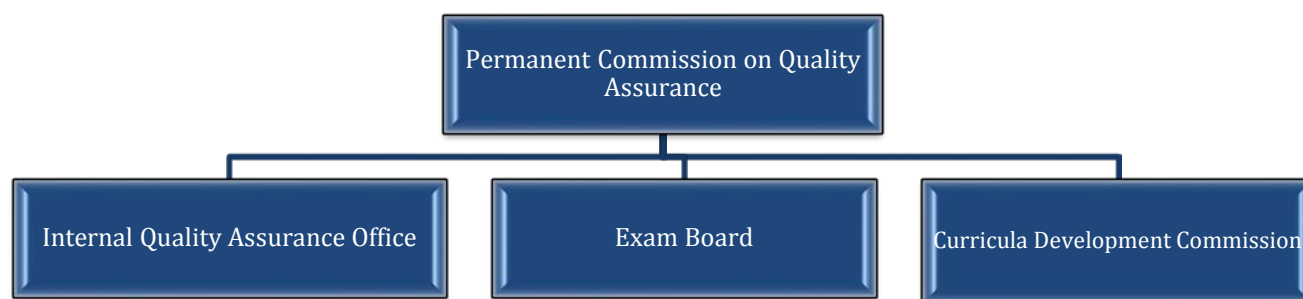


Figure 2. Organizational Structure of IQAU

Permanent Commission on Quality Assurance (PQA Commission), Internal Quality Assurance Office (IQAO), Exam Board and Curricula Development Commission performs the following duties:

a) PQA Commission

The number of the members of the PQA Commission is defined by the Senate. The Permanent Commission of Quality Assurance consists of at least five members, including a chairman, a member of the full-time academic staff from any main unit with at least the scientific degree "Doctor" and without leading to high-level duties, at least two members of the administrative staff, a representative of the graduates of the University, as well as an external specialist with a distinguished experience in quality assurance issues, whom are elected by the Academic Senate, for a period of two years, eligible for reappointment. The Deputy Chairman of the Student Council for quality assurance issues is also member of the Permanent Commission of Quality Assurance.

The meetings of the PQA Commission are presided by the Head of the Commission, and in his absence, the Commission is presided by the most senior member of academic staff. The PQA Commission periodically evaluates the effectiveness of educational activities, research and administrative activities of the University. The Commission has access to all records of the institution and publishes the results of the evaluation performed.

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The PQA Commission is responsible for:

1. The PQA Commission is responsible for developing policies and procedures for internal quality assurance, acts which are approved by the Academic Senate.
2. The PQA Commission is responsible for developing standards for quality assurance in accordance with the Quality Code, approved by the Academic Senate.
3. The PQA Commission oversees the implementation of policies, procedures and standards for quality assurance in the university.
4. The PQA Commission is responsible for conducting the periodic evaluation of results of the educational activities and scientific research, monitoring and coordination of activities undertaken within the academic and administrative evaluation, to improve quality through evaluation reports, periodic inspection and monitoring of improvement of quality in the university.
5. After each evaluation, the PQA Commission reports to the Academic Senate the results and relevant proposals.
6. The PQA Commission is responsible for planning and coordinating of the implementation of the internal and external evaluation procedures of the University, as well as study programs, in accordance with the applicable legal framework, state quality standards, regulations, guidelines, University policies and procedures.
7. The PQA Commission enjoys an operative autonomy and access to the data of the institution.

b) IQAO

The Internal Quality Assurance Office (IQAO) is an administrative unit under the PQA Commission of the Epoka University.

The competences of the IQAO are as follows:

1. periodically assesses the results of teaching and scientific research activities in the main units of the University, in accordance with the quality standards;
2. conducts exploratory studies to evaluate student employment and effectiveness of the programs offered by the University;
3. at the end of each semester, before the exam season, organizes the student questionnaire on the quality of teaching subjects for each study program;
4. performs other tasks assigned by the Permanent Commission of Quality Assurance;
5. The IQAO has access to all records of the institution

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The main functions and responsibilities are as follows:

1. to support the work of the Permanent Commission on Quality Assurance (PQA Commission) in its function to maintain and further develop the quality system and culture within the Epoka University;
2. to assist the University to implement the national requirements in the field of quality assurance;
3. to advise the University to adapt to best practices in the field of quality assurance;
4. to maintain and review teaching improvement system within Epoka University;
5. to develop quality assurance policies and procedures;
6. to be aware of international developments in the field of quality assurance and advise the PQA Commission of these developments;
7. to advise and assist units of the University in carrying out quality assurance procedures
8. to assist units of the University with the preparation and evaluation of strategic plans of the university and of the respective academic and administrative units;
9. to assist other units of the University with the preparation of the quality assurance reports;
10. to assist the University in its preparations for institutional and program-based internal and external evaluation reports;
11. to be responsible for document management systems;
12. to organize and document internal audits and other quality assurance activities;
13. to act as a secretary in committees relating to quality assurance
14. to perform other duties that are assigned by the PQA Commission.

c) Exam Board:

The exam board carries out its activities under PQA commission and acts as an independent mechanism for assessing the quality of the examinations.

The main functions and responsibilities are as follows:

1. establishes guidelines and instructions for the organization of midterm exam, final exam, resit exam and additional exam;
2. monitors that the rules on the organization and invigilation of the exams are duly implemented by all involved staff members;
3. monitors that the midterm exam, final exam, resit exam and additional exam are conducted in compliance with the exam schedule approved by the Decanate of the respective Faculty;
4. monitors the quality assurance of tests and exams;
5. evaluates the measures taken by Faculties in cases of fraud (Article 4 of the Regulation of EPOKA University “On Student Discipline”);
6. evaluates objections concerning exams (grade appeals) and the decisions of Faculties (Article 23 of Regulation of EPOKA University “On Undergraduate Studies and Examinations”);
7. reviews the grade statistics and grade appeal statistics for the preceding semester based on Faculty reports;
8. prepares an annual report of its activities.

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d) Curricula Development Commission:

Study program review and development is an important part of ensuring that the study programs and curriculum that Epoka University offers meets the needs of the national and international labour market.

The curricula development commission carries out its activities under PQA commission. The commission reviews and approves or disapproves all proposals for curricula changes.

The improvement of existing curriculum results from:

1. The institution's goals and mission;
2. National Accreditation standards (State Quality Standards/Quality Code);
3. Standards and guidelines for quality assurance in the European Higher Education Area (ESG)
4. National Qualifications Framework;
5. Increased need for new technology or skills to be taught or competencies;
6. Labour market needs and student needs;
7. Feedback received by Current Students;
8. Feedback received by Alumni.

All proposals to make changes to the existing curriculum are submitted according to the Curriculum Proposal Form and in accordance with the process described below:

1. The requested change is proposed by the Department and sent to the respective Decanate;
2. If the Decanate recommends moving ahead with the change, the proposed change is submitted to the Curricula Development Commission;
3. The Curricula Development Commission will provide feedback to the requesting Department with any changes or suggestions. If the minutes reflect approval with no changes, the minutes will be sent to the PQA Commission.;
4. The PQA commission will review the proposed curriculum with input from Curricula Development Commission and send the proposal on curriculum change to the Academic Senate for final approval.

2.2. Resources and Budgeting

The budgeting process is related to university goals and is conducted in collaboration with senior management. Top management should allocate the necessary resources to ensure that activities are carried out in accordance with priorities, and the quality is improved.

In order to be able to plan quality assurance activities (reviews, internal/external assessments etc.) sufficient budget needs to be allocated in advance to the QA unit itself and for the implementation of concrete activities. A failure to do so will ultimately result in activities and measures being stopped.

All heads of units must provide the university administrator with any information requested for the university budget. The University Administrator prepares the annual draft-budget on the basis of the

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proposals submitted by main units and basic units pursuant to the Strategic Development Plan of Institution and its medium-term budget plan.

It is approved by Academic Senate after being approved by the Administrative Board. The draft-budget is realized in accordance with the standards established by legal framework in force.

2.3. Quality Assurance Strategy/Policy

The university has a clearly defined mission and vision of its operations, as well as a strategy for attainment of set objectives. Quality assurance and international competitiveness in teaching, learning and research activities are of primary consideration or the commitment of our institution.

Based on Epoka University's Strategic Plan, mission and vision, the IQAO has developed four main areas of action, as well as the objectives for each area and measures related to them. The four main areas and objectives to improve the quality are as given below:

A- Assessing Performance of Academic Units

1. Objective: To Assess teaching, learning, research performance and activities related to them at department, faculty and University levels.

B- Improving Academic Quality

1. Objective: To Improve teaching methodologies, that responds to up to date national demands and meet EU standards and expectations;
2. Objective: To Promote employability and linking up teaching and research with employer's needs;
3. Objective: To further Enhance mechanisms that encourages and supports research excellence and involvement in EU projects;
4. Objective: To Promote staff and student involvement in actions and larger projects that respond to societal needs.

C- Assessing Performance of Administrative Units

1. Objective: To Assess administrative offices for types and causes of non-compliances and suggest corrective or preventive activities.

D- Improving Quality and Efficiency in Administration

1. Objective: To improve the mechanism that supports the administrative staff development;
2. Objective: To Improve Epoka Interactive System in a way that facilitates data management.

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2.4. Principles and Methods of Quality Assurance

According to the Guidelines for Internal Quality Assurance on Albanian HEIs, quality assurance system, processes and activities should be based on the following key principles:

1. support regular reflective practice on the part of staff, teaching teams and academic managers;
2. assess the use of modern teaching and learning methods with the aim to promote a student-centered interactive and questioning approach;
3. encompass the requirements of professional statutory bodies, when appropriate;
4. facilitate communication of needs and priorities both from the “bottom up” and from the “top down”;
5. focus on customers through addressing the needs of students, labour market and society at large;
6. stakeholders should be engaged in the quality assurance processes of universities;
7. aspects of the quality assurance framework should be informed through appropriate internal and external peer involvement;
8. quality assurance processes and activities should be evidence based and, as appropriate, include elements of risk awareness/risk management;
9. continuous improvement through recognizing the commitment to respond to changing needs;
10. the quality assurance framework should be informed by frequent self-evaluation and reflection.

Epoka University quality approach is based on Deming’s improvement cycle, known as the Plan-Do-Check-Act cycle (PDCA cycle). A systematic PDCA approach leads to quality control, quality assurance and quality improvement as shown in Figure 3.

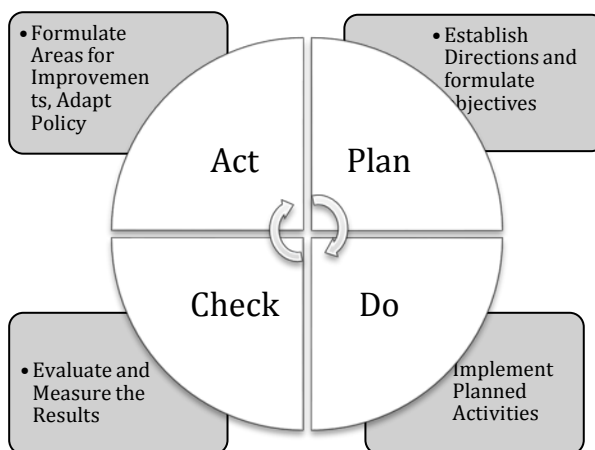


Figure 3. The PDCA cycle.

The cycle involves the following steps:

- **Plan:** establish direction and ambitions and plan activities based on a systematic analysis;
- **Do:** implement the planned activities;

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- **Check:** evaluate the implementation, measure the results, critically reflect on the results and compare the outcomes with the stated goals;
- **Act:** draw conclusions and formulate points for improvement, modify plans where necessary and/or formulate objectives for the next period.

3. Information Regarding Institutional and Study Program Accreditation

The accreditation of higher education institutions and study programs provided by them is a legal obligation foreseen in Law no. 80/2015. Based on this law Albanian Agency on Quality Assurance in Higher Education (ASCAL) and Accreditation Board (BA) are responsible for quality assurance in higher education in the Republic of Albania. Quality in higher education is realized through internal evaluation (self-assessment), for which Epoka University is responsible and external evaluation (accreditation), carried out by ASCAL and BA. Epoka University is obliged to be institutionally accredited and to accredit the study programs prior to the issue of first diplomas or to be accredited periodically based on the duration of the previous accreditation.

Each accreditation process is divided into three phases:

1. The application phase for accreditation, where the application for accreditation is first reviewed, the request is approved, HEI is notified.
2. The stage of the accreditation process that continues with the approval of the accreditation period, developing the accreditation process, drafting the final report, etc.
3. The stage of final review and decision-making focuses on the preparation of materials for BA, their review by BA, decision-making, final decision, publication of decisions and information and the issuance of the accreditation certificate accompanying the BA decision.

3.1. Structure of Self-Evaluation report (SER)

Self-evaluation reports are drawn up by a uniform methodology and must have the same structure, according to the format approved by ASCAL / BA. The SER of the study program can consists of 6 (six) main fields. Each field which is requested to be evaluated consist of two parts:

- ❖ Measurable indicators
- ❖ Evaluation according to State Quality Standards.

The Self Evaluation Group (SEG) which drafts the SER of the study program is established under the responsibility of the head of base unit (Department), after taking the opinion of the relevant decision-making body. The SEG composition is as hereunder:

1. Head from the PhD-holding full time academic staff of the department;
2. At least three members of the full time academic staff of the department;
3. A student of the respective study program;
4. Department Coordinator.

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In the section of measurable indicators, the SEG provides quantitative data, tables, etc, which serve as a supporting evidence. In the section on the qualitative evaluation according to standards, the SEG responds in concrete terms to each criterion and to each standard, if it is fulfilled or not.

Except the SER prepared for the accreditation purposes the departments should prepare annual report for the respective study programs. The department's annual report should include also action plan on the recommendation of previous accreditation decisions and implementation status of actions. The Faculty should oversee the implementation of the action plan to ensure that recommendations for appropriate actions are followed up to remedy any identified shortcomings and provides a progress report to the Academic Senate within one year of the Senate's receipt of action plan. This practice will lead to maintenance of quality and standards, continuing improvement of quality.

Self-evaluation reports and External Evaluation Reports should be published on EPOKA websites each year. Thus, all employees, students, stakeholders and interested public have access to them.

Activities for the Drafting and Finalization of SER for External Evaluation:

Establishment of the SEG for each study program based on the proposal of the Department and approval of the Decanate
General Informing and Coordinating Meeting with the members of the SEG to be carried out under the coordination of IQAO
Submission of the narrative description, information, data and supporting evidence by each unit according to the respective division of duties.
Drafting of each main chapter of the SER by the SEG according to the internal division of duties
Information Meeting for students of the said study program on the beginning of the external evaluation and accreditation process
Drafting of the first version of the SER by the SEG
Internal discussions on the the SER by the members of the SEG
Distribution of the first version of the SER to all concerned academic and administrative staff members, students of the said study program, as well as PQA Commission and IQAO for their comments, suggestions and feedback
Sending of the comments, suggestions and feedback on the SER by concerned academic and administrative staff members, students of the said study program as well as PQA Commission and IQAO
Drafting of the updated version of the SER based on the comments, suggestions and feedback of concerned academic and administrative staff, students of the said study program as well as PQA Commission and IQAO

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Distribution of the updated version of the SER to all concerned academic and administrative staff, students of the said study program as well as PQA Commission and IQAO for their final comments, suggestions and feedback
Sending of the final comments, suggestions and feedback on the SER by concerned academic and administrative staff, students of the said study program as well as PQA Commission and IQAO
Information Meeting for students on the conclusion of the Self-Evaluation stage
Drafting of the final version of the SER in English language based on the final comments, suggestions and feedback of concerned academic and administrative staff, students of the said study program as well as PQA Commission and IQAO
Proof-reading of the SER in English language
Finalization of the formatting and design of the SER in English language by the SEG as well as printing of the SER in three colour copies & provision of one CD
Translation of the SER into Albanian language
Proof-reading of the SER in Albanian language
Finalization of the formatting and design of the SER in Albanian language by the SEG as well as printing of the SER in three colour copies & provision of one CD
Submission to the IQAO of the three printed copies and CD of the SER in English and Albanian
Submission of the SER (in English and Albanian language) to the ASCAL in hard copy, CD and through the ASCAL AMS system
Beginning of the external evaluation stage
Ending of the external evaluation and accreditation stage

Structure of SER for Accreditation:

HEI Background
Self-Evaluation Group
Analysis for the fulfillment of the recommendations of the accreditation board in the first accreditation
Provision of the Study Programs
Organization, Management and Administration of the Study Program
Teaching, Learning, Assessment and Competences
Resources for the Realization of the Study Program

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Students and Their Support
Quality Assurance of the Study Programs.
SWOT Analysis
Summary analysis for the fulfillment of the recommendations of the first accreditation

3.2. Procedures for monitoring and quality assurance at different organizational levels

The most important cycle in the quality assurance of education at the institutional level is the five-year Strategic Plan cycle. Each unit should develop its strategic plan in alignment with university goals. Regular assessment and evaluation of all units should be carried out using key performance indicators of strategic planning objectives. The indicators comprise internal target, which university leadership agreed with academic or administrative units based on outcomes expected from the work of the unit. The effectiveness results contribute in defining improvement action. These actions result in further improvement of academic programs as well as administrative and support services. The Operation of Quality Circles is shown diagrammatically as under:

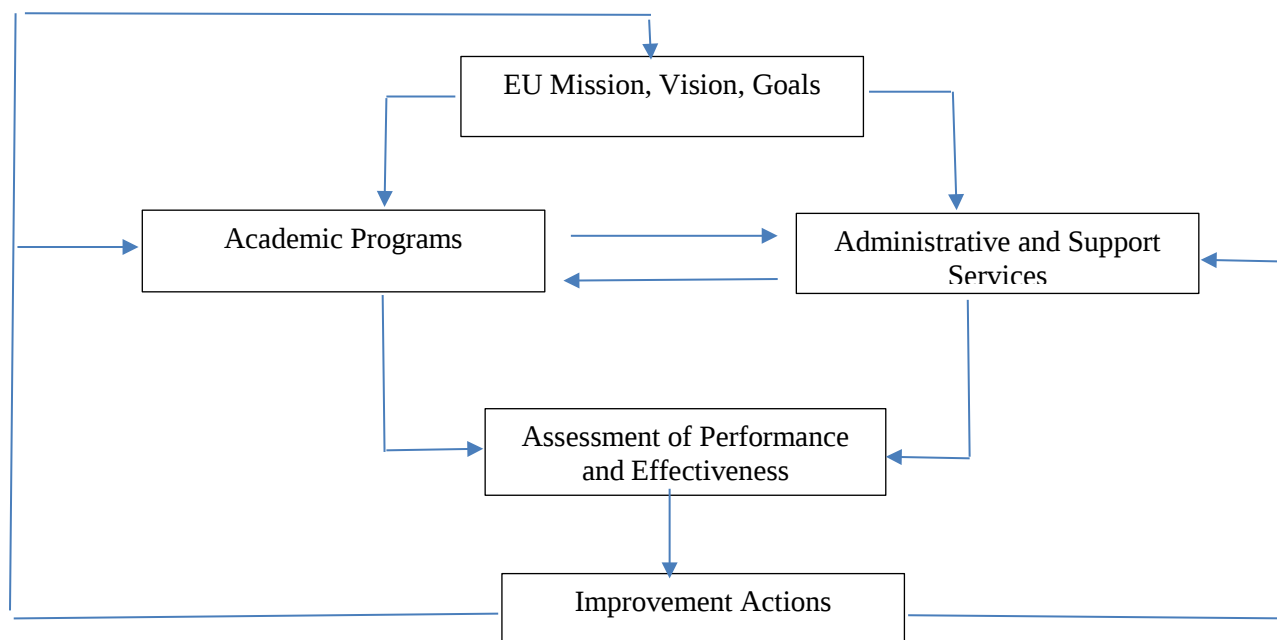


Figure 5. Institutional Quality Process

Each organizational level at the university (faculty, research centers, department, degree programme, course) must have its own PDCA cycle to ensure quality improvement at each of these organizational levels.

For an improvement through the PDCA cycle, objectives need to be specific and improvement plans to be clearly designed. The Plan stage should include how the results will be evaluated in the Check stage. The

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purpose here is to reflect on the cause of any unsatisfactory results and then to implement improvement measures.

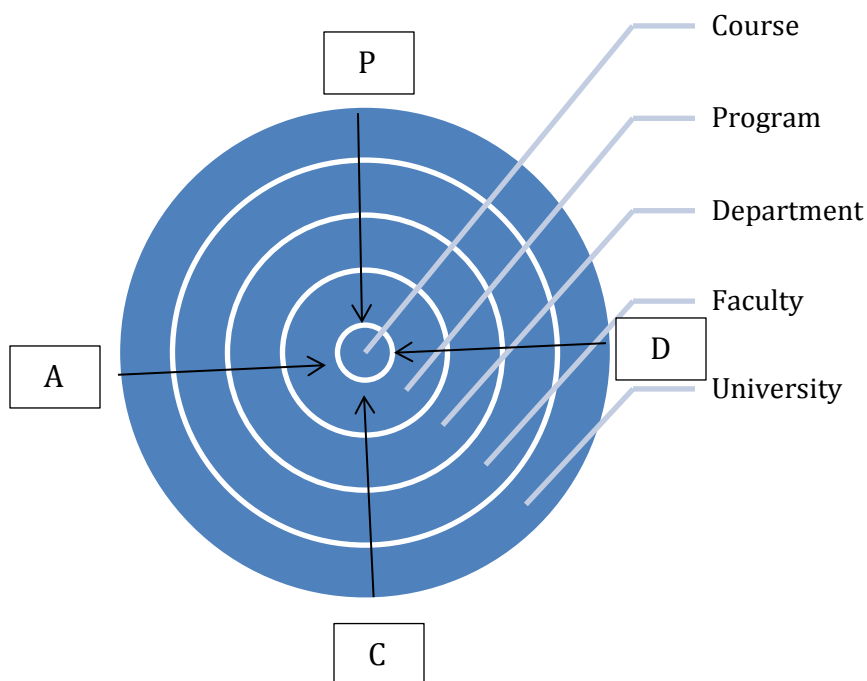


Figure 4. Quality Cycle at each organizational level

PDCA cycle of the Course involves:

Plan: identify aim and objectives of the course, formulating the learning outcomes for the component using standard guidelines and the design assessment to check if learning outcomes have been achieved, develop a teaching and learning strategy to enable students to achieve learning outcomes

Do: implementing the curriculum component

Check: checking the course evaluation

Act: adapting the course in accordance with recommendations from the Curricula Development Commission

PDCA cycle of the Study Program involves:

Plan: formulating learning outcomes and designing the programme

Do: implementing the curriculum

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Check: checking curriculum evaluations, the student satisfaction survey, Alumni

Act: adapting the curriculum in accordance with recommendations from curricula development commission

PDCA cycle of the Institution Departments and Faculties involves:

Plan: drawing up the Strategic Plan and the Goals on Teaching, Learning and Research.

Do: working out the details of the Strategic Plan and the Goals on Teaching, Learning and Research

Check: checking Periodic Rectorate and Academic Senate meetings, management reports, annual reports

Act: revising the Strategic Plan and the Goals on Teaching, Learning and Research based on the results achieved

4. Guidelines for Evaluation

4.1. General Principles

Evaluation measures are a strategic tool for quality assurance and quality improvement and to monitor the performance of Epoka University. The evaluation measures and tools should be designed such that they allow not only a differentiated response on the performance (teaching and research) of the evaluated functional unit (department, faculty or university) but that they also serve as an advice for the future development/improvement/strategic planning. All staff members of Epoka University are obliged to participate in the evaluation process.

All evaluation measures must be approved by the Academic Senate of the Epoka University. The evaluation outcome has to be considered in all decision-making and planning processes.

4.2. Evaluation of Learning and Teaching

Teaching staff, student support services, learning resources, learning outcomes as well as student assessment are evaluated on a regular basis in order to assure and/or improve quality of graduates in terms of gained knowledge and skills, and their fitness for the labour market.

The subjects of learning and teaching evaluations are curricula, teachers and student support service units such as library, IT service, international office, alumni service, quality assurance office, career centre, etc.

Epoka University applies the following quality assurance and improvement measures:

a) Course evaluation questionnaires for students:

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Course evaluations serve as both a formative evaluation for faculty and continual course improvement, and a summative evaluation for the effective teaching and learning.

Course evaluations have to be carried out at least every academic semester. At the end of each semester, students are required to fill a survey composed of fourteen questions. The survey seeks students' views and comments on issues such as lecturers' punctuality, course preparation, mastery of subject knowledge, course material, interaction with students, teaching methods and student performance assessment, time allocation (Annex. 1). This is followed by an open-ended question inviting suggestions for course improvement. After the completion of surveys by the students in Epoka Interactive System (EIS), lecturers receive an automatically generated report of their results in EIS. Also, these results are shown to the program coordinator/head of department and dean of the faculty, together with a summary of the evaluated courses and the individual reports.

The Rector of the University, Dean of Faculty or Head of the Department must discuss the outcome and proposed measures for improvement with the respective lecturers and units and should agree a time frame for their implementation. This is an important point as it will be the lecturer etc who must deliver the improvements and thus the quality plan must be by agreement with all concerned.

b) Feedback questionnaires for alumni;

Alumni Survey have to be carried out at least every academic year. Graduates of each programme are also given the opportunity to complete an Alumni Survey (Annex. 2). Career Planning and Alumni Office administers the questionnaire to find out about the applicability and practicality of the knowledge, skills and competencies gained as a result of the study program. The evaluation results should be analyzed and responded by the responsible program coordinator/head of department for further improvement, and form part of the information in the Programme Results.

c) Class-room visits as a measure of internal review;

The Program coordinator/Head of department and Dean of the Faculty will make class visits to teaching sessions and observe the class teaching of a lecturer. If problems are identified, appropriate remedial actions will be taken. After each visit, the observers should fill out a Teaching Evaluation Form (Annex 3.) which covers such issues as planning for class, communication skills, classroom management, teaching methods, and motivation analysis etc. This assessment is discussed with the instructor for improvement.

4.3. Research Evaluation

Evaluation of university scientific research is based on the output of scientific publications which have been published under the name of Epoka University. The main objective of the evaluation is to examine the quality of the research of all basic units. Furthermore, the outcome of the evaluation measures serves as a basis for the formulation of development plans, budget allocation etc. Evaluation with respect to the research achievements has to be carried out every academic year based on the Directive of Epoka University "On the Promotion of the Scientific Publications".

Research evaluation process is performed accordingly following procedure:

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- At the end of each academic year the academic members submit their scientific publications files to the respective departments accompanied with the scores for each publication based on the directive.
- The department collects and submits the scientific publication files to the respective decanate.
- The decanate evaluates the scientific publications based on the scores system of the Directive of Epoka University “On the Promotion of the Scientific Publications”.
- The decanate submit to the Rector’s Office the decision on the evaluation of scientific publications.
- The Publication Promotion and Scientific Activities Support Commission evaluates the application and takes a decision on the reward of it.

4.4. Students and their support services

Students are represented in the governing bodies of Epoka University through their Student Council. Aiming at increasing the direct representation of students in the decision-making bodies of the University, based on the new Statute, as of 2017-2018, the President and Vice- President of the Student Council will be members of the Academic Senate whereas the Vice-President of the Student Council on Quality Assurance issues is member of PQA commission. The Student Council as a self-governing body promotes, coordinates and represents students’ ideas and efforts in all areas of governance (research, teaching, learning and services).

The University should ensure that the resources available for the support of student learning are adequate and appropriate for each programme offered. On annual basis, the university should evaluate the student support services through a questionnaire (Annex 4), and the feedback received from students should serve as an input for further improvements for student support services.

The units that support the students through all their academic life are:

- Admission Office

The Admission Office development strategy is aligned with the marketing and financial strategies of the University. Prospective students from all high schools of Albania are invited at Epoka University Premises and informed through a Career Planning Program at Epoka and education fairs. The aim of Career Planning Program is to inform candidates about the education opportunities offered by Epoka University as well as additional benefits such as exchange programs like Erasmus+, Summer Internships, conferences etc. Epoka participates in the educational fairs where universities present their programs.

- Registrar Office

Epoka has a student-based registry with data of their own at the Registrar’s Office, the responsible unit for student’s records. Epoka possesses all documents related with academic activity of the student, both in soft

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and hard copies. All exams/projects and other assessment reports are submitted to the respective departments, and by the end of each academic year are sent to Registrar's Office to be stored for one a year and later sent to Epoka's institutional archive.

- Dean of Students Office

The Dean of Student Office encourage the students to join in different students' clubs, which are established on academic bases and make possible and develop interpersonal relationships between students and also build leadership skills. In addition, the Dean of Students Office at Epoka University organizes Mentorship Programs for students facing difficulties with the course requirements and provides students or research assistants as tutors. Students may also organize learning activities through their associations.

- Career Planning and Alumni Office

Epoka University has a tracing program to trace student employment which is managed by the Career Planning and Alumni Office. The Career Planning and Alumni Office, in collaboration with companies, every year organizes career seminars and training programs for last-year students. Besides encouraging students to participate in job fairs, this Office also organizes an annual Career Fair in the premises of the university. Information about vacancies and internships are also forwarded to all students.

- Library

The necessary supporting literature for relevant study programs is provided in the University's library which is rich in resources of all the study fields. Lecturers make sure that the required literature is also found at the library or is made available to students in a digital format. Epoka provides students "Student ID Card". With enrollment each student is automatically registered into library's database. Students use their student ID cards to access the literature provided by the institution. The personal login information provided by the librarian may be used in the online library catalogue to access literature and borrow from the library.

- Department

The department appoints an academic advisor that help the students to register the courses during pre-registration, registration and add and drop weeks and approve them at the beginning of each semester, to inform and provide new students with the documents containing information about passing the courses of the undergraduate and graduate level, rules and regulations about examinations and also about other rules and regulations concerning students.

5. European Credit Transfer and Accumulation System

European Credit Transfer and Accumulation System (ECTS) is a credit system for high education that is used in the European higher education as a tool for assessing the workload of students in individual study programmes and all their educational units.

The ECTS express the volume of learning based on the defined learning outcomes and their associated workload. 60 ECTS credits are allocated to the learning outcomes and associated workload of a full-time academic year or its equivalent, which normally comprises a number of educational components to which

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credits (on the basis of the learning outcomes and workload) are allocated. ECTS credits are generally expressed in whole numbers.¹

All the study programs offered by Epoka University are in line with the standards set out by the Bologna Process, in compliance with the Albanian legal framework and the ECTS Users' Guide (2015). In compliance with the national legislation governing the higher education the curricula of the study programs offered by Epoka University is organized in ECTS and the syllabi have the workload for the respective course.

5.1. Learning outcomes

In the ECTS user guide 2015 the Learning Outcomes are defined as statements of what the individual knows, understands and is able to do on completion of a learning process. The achievement of learning outcomes has to be assessed through procedures based on clear and transparent criteria. Learning outcomes are attributed to individual educational components and to programmes at a whole. They are also used in European and national qualifications frameworks to describe the level of the individual qualification.

Learning Outcomes are elements of the study programs offered by Epoka university. The said elements of the study program are also included in each course syllabus and made known to students.

5.2. Evaluation of Workload

Based on ECTS Users Guide 2015 workload is an estimation of the time the individual typically needs to complete all learning activities such as lectures, seminars, projects, practical work, work placements and individual study required to achieve the defined learning outcomes in formal learning environments. The correspondence of the full-time workload of an academic year to 60 credits is often formalized by national legal provisions.

In compliance with the national legislation governing the higher education, the workload in all study programs must be evaluated based on the requirement that a credit should correspond to 25 (twenty-five) working hours of a student and the average amount of work completed during one year of studies in tertiary education by a full-time student is 60 (sixty) credits or 1,500 (one thousand and five hundred) hours of student working hours, which include hours at the auditor and its independent working hours. Hours for independent student work occupy no less than half of the total fund of 1 500 (one thousand and five hundred) annual teaching hours.

5.3. Allocation

Allocation of credits in ECTS is the process of assigning a number of credits to qualifications, degree programmes or single educational components. Credits are allocated to entire qualifications or programmes according to national legislation or practice, where appropriate, and with reference to national and/or European qualifications frameworks. They are allocated to educational components, such as course units,

¹ https://europass.cedefop.europa.eu/sites/default/files/ects-users-guide_en.pdf

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dissertations, work-based learning and work placements, taking as a basis the allocation of 60 credits per full-time academic year, according to the estimated workload required to achieve the defined learning outcomes for each component (ECTS Users' Guide 2015).

5.4. Awarding credits

Awarding credits in ECTS is the act of formally granting students and other learners the credits that are assigned to the qualification and/or its components if they achieve the defined learning outcomes. Credits are awarded to individual students after they have completed the required learning activities and achieved the defined learning outcomes, as evidenced by appropriate assessment. If students and other learners have achieved learning outcomes in other formal, non-formal, or informal learning contexts or timeframes, credits may be awarded through assessment and recognition of these learning outcomes.

5.5. Accumulation of credits

Accumulation of credits in ECTS is the process of collecting credits awarded for achieving the learning outcomes of educational components in formal contexts and for other learning activities carried out in informal and non-formal contexts. A student can accumulate credits in order to: - obtain qualifications, as required by the degree-awarding institution; - document personal achievements for lifelong learning purposes.

5.6. Transfer of credits

Transfer of credits is the process of having credits awarded in one context (programme, institution) recognized in another formal context for the purpose of obtaining a qualification. Credits awarded to students in one programme may be transferred from an institution to be accumulated in another programme offered by the same or another institution. Credit transfer is the key to successful study mobility. Institutions, faculties, departments may make agreements which guarantee automatic recognition and transfer of credits (ECTS Users' Guide 2015).

Recognition of students' knowledge obtained at other accredited study programmes and at other higher education institutions that follow the ECTS system is regulated in accordance with Law of Higher Education in Albania and Directive of Epoka University on "Student Transfer".

Students submit their applications concerning recognition of their knowledge and competences obtained at other programmes to the respective departments of the university. The scientific committee of the respective department ascertains whether the obtained knowledge and competences, in their appropriateness and relevance, meet wholly or partially the general or subject specific competences as defined in the respective study programme. Based on these finding, the Committee proposes to the Decanate to recognize the student's obtained knowledge, evaluated according to the ECTS system, as a completed study requirement within the University's own respective programme.

At the same time, the Committee defines which studying contents the student still needs to cover according to the programme or which studying contents from the programme need not be taken by the student, as the contents are appropriately covered by the knowledge obtained elsewhere.

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In the case of the Erasmus programme student exchange, a trilateral agreement signed by the two universities and the student participating in the exchange programme shall stipulate the contents or subjects the student will cover at the university as well as the ECTS credits related to the subjects chosen. The knowledge obtained at the university will be recognized as successfully completed study requirements of the programme.

5.7. ECTS Documentation

ECTS documentation: The use of ECTS credits is facilitated and quality enhanced by the supporting documents (Course Catalogue, Learning Agreement, Transcript of Records, and Work Placement Certificate). ECTS also contributes to transparency in other documents such as the Diploma Supplement.

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6. Annexes: templates for evaluation of teaching, learning, research activities and student support services

1. Instructor/Course Evaluation Form
2. Alumni Survey
3. Teaching Evaluation Form
4. Student Satisfaction Survey
5. Evaluation of Scientific Publications and Academic Activities

Annex 1.

Instructor Course Evaluation Form

#	Question	4: Totally Agree → 0: Disagree				
		4	3	2	1	0
1.	The outline and objectives of the course were presented clearly in the syllabus.	☐	☐	☐	☐	☐
2.	The textbook and/or reading materials were helpful for understanding the subject matter.	☐	☐	☐	☐	☐
3.	The course increased my knowledge and interest in the subject matter.	☐	☐	☐	☐	☐
4.	The methods of teaching in this course were appropriate.	☐	☐	☐	☐	☐
5.	The instructor was well prepared for the lectures.	☐	☐	☐	☐	☐
6.	The instructor demonstrated concern regarding my progress.	☐	☐	☐	☐	☐
7.	The instructor was available to give help outside the class.	☐	☐	☐	☐	☐
8.	The instructor came to class on time.	☐	☐	☐	☐	☐
9.	The instructor attended the classes regularly.	☐	☐	☐	☐	☐
10.	The instructor made appropriate use of course materials (textbook, supplements, etc.) to subject matter.	☐	☐	☐	☐	☐
11.	The instructor used the language of instruction effectively.	☐	☐	☐	☐	☐
12.	The instructor graded my work fairly.	☐	☐	☐	☐	☐
13.	The instructor had effective dialogue with the students during the class.	☐	☐	☐	☐	☐
14.	The instructor engaged and motivated the class very well.	☐	☐	☐	☐	☐

In the following space, you may write about other issues concerning the courses and, if applicable, your views about the lab/application assistant.

Submit

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Annex. 2

Graduate Survey Questionnaire

The Graduate Survey is conducted to gather graduate employment information. All information provided will be kept CONFIDENTIAL. Data may be provided to appropriate departments / offices within the Epoka University for administrative and academic purposes, under a duty of confidentiality to the University. No personal identity will be disclosed to any third party outside the University without your prior consent.

A) Personal Information

- a. Graduated Program_____
- b. Type of Degree
 - i. Bachelor
 - ii. Professional Master
 - iii. Master of Science
- c. Graduation Year_____

B) Professional Information

- a. What is your employment status
 - i. Employed
 - ii. Seeking work (Un employed)
 - iii. House Wife
 - iv. Continuing Education
 - v. Other_____
- b. If you are employed, when did you receive job offer?
 - i. Before graduation
 - ii. Within 3 month of graduation
 - iii. Within 6 month of graduation
 - iv. More than 6 month of graduation
 - v. Un Employed
- c. If you are employed, are you working at:
 - i. State administration
 - ii. Private sector
 - iii. Self employed
 - iv. Other_____
- d. Number of Job offers
 - i. One
 - ii. Two
 - iii. Three
 - iv. More than three
- e. Your current job satisfaction
 - i. Very satisfied
 - ii. Quite satisfied
 - iii. Not Satisfied
- f. Sources that contributed to receiving the current job offer

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- i. School facilitated internships
 - ii. Career Fair
 - iii. Faculty / Alumni / Mentor Referral
 - iv. Internet (e.g. job search engines)
 - v. Family & Friends Outside School
- g. Your current job is related to your area of study?
 - i. Yes
 - ii. No
- h. Do you feel you are using all your skill to fullest potential in your current position
 - i. Yes
 - ii. No
- i. Did you participated in at least one internship related to your academic program while a student at the Epoka Univesity
 - i. Yes
 - ii. No

C) University Resources and Support

- a. Please indicate the PRIMARY source(s) of support that you received while in a Graduate or Post-graduate program at Epoka University. (You may mark up to two choices.)
 - i. University funded teaching/research/graduate assistantships
 - ii. University funded fellowships
 - iii. Placement or internship with an external (non-Epoka) business or institution
 - iv. Full or partial tuition scholarships or waivers
 - v. Other
- b. How important were each of the following factors in your decision to enroll in your program at Epoka?
 - i. Graduate program's reputation
 - 1. Not at all important
 - 2. Somewhat important
 - 3. Very Important
 - ii. University's reputation
 - 1. Not at all important
 - 2. Somewhat important
 - 3. Very Important
 - iii. Areas of specialization in the program match my interests
 - 1. Not at all important
 - 2. Somewhat important
 - 3. Very Important
 - iv. Recommendation of a friend, acquaintance, colleague, or undergraduate administrator or faculty member
 - 1. Not at all important
 - 2. Somewhat important
 - 3. Very Important

D) Please take a few minutes to tell us about your job and how the organization assists you.

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- a. I have the tools and resources to do my job well.
 - i. Strongly Disagree
 - ii. Somewhat Disagree
 - iii. Nether Agree or Disagree
 - iv. Somewhat Agree
 - v. Strongly Agree
- b. My job makes good use of my skills and abilities
 - i. Strongly Disagree
 - ii. Somewhat Disagree
 - iii. Nether Agree or Disagree
 - iv. Somewhat Agree
 - v. Strongly Agree
- c. Are university knowledge useful at your current job
 - i. Strongly Disagree
 - ii. Somewhat Disagree
 - iii. Nether Agree or Disagree
 - iv. Somewhat Agree
 - v. Strongly Agree

Annex. 3

EPOKA UNIVERSITY FACULTY OF TEACHING EVALUATION FORM

Instructor visited: _____ **Name of observer:** _____
Course: _____ **Section:** _____
Date: _____ **Place:** _____

Rate according to the following key:

- 1 = does not reflect at all what went on, needs much improvement
 2 = only marginally reflects what went on, needs some improvement
 3 = neutral
 4 = describes rather well what went on
 5 = is totally accurate reflection of what went on
 NA = not applicable

I PLANNING

- | | | | | | | |
|---|--|---|---|---|---|---|
| 1 | Plans a day`s lesson to include communicative activities in the target language. | 1 | 2 | 3 | 4 | 5 |
| 2 | Plans original activities different from those of the text. | 1 | 2 | 3 | 4 | 5 |

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- | | | | | | | |
|---|--|---|---|---|---|---|
| 3 | There is a mixture of new and familiar material. | 1 | 2 | 3 | 4 | 5 |
| 4 | Transition between activities is smooth, purposeful and clear. | 1 | 2 | 3 | 4 | 5 |

II COMMUNICATION SKILLS

- | | | | | | | |
|---|--|---|---|---|---|---|
| 1 | The instruction English is clear and comprehensible. | 1 | 2 | 3 | 4 | 5 |
| 2 | Uses its home language only when absolutely necessary. | 1 | 2 | 3 | 4 | 5 |
| 3 | Performs without disturbing mannerisms. | 1 | 2 | 3 | 4 | 5 |

III CLASSROOM MANAGEMENT

- | | | | | | | |
|----|--|---|---|---|---|---|
| 1 | Every student is involved at some point in the lesson. | 1 | 2 | 3 | 4 | 5 |
| 2 | Plans for group activities to make the lesson more student-centered. | 1 | 2 | 3 | 4 | 5 |
| 3 | Provides opportunity for controlled practice. | 1 | 2 | 3 | 4 | 5 |
| 4 | The questions and discussions are appropriate to the level of the class. | 1 | 2 | 3 | 4 | 5 |
| 5 | Adapts easily to unexpected events. | 1 | 2 | 3 | 4 | 5 |
| 6 | Gives clear instructions about what to do next before breaking up a group and entering into a transition. | 1 | 2 | 3 | 4 | 5 |
| 7 | Circulates during transitions and group activities to handle individual and group needs. | 1 | 2 | 3 | 4 | 5 |
| 8 | Signals the end of a transition and the beginning of a structured activity properly, and quickly gains everyone's attention. | 1 | 2 | 3 | 4 | 5 |
| 9 | Prepares equipment or illustrations for smooth transitions. | 1 | 2 | 3 | 4 | 5 |
| 10 | Carries out frequent comprehension checks. | 1 | 2 | 3 | 4 | 5 |

IV METHODS, STRATEGIES AND TECHNIQUES

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1 | Class time is used effectively. | 1 | 2 | 3 | 4 | 5 |
| 2 | Appropriately uses teaching materials and classroom space. | 1 | 2 | 3 | 4 | 5 |
| 3 | Able to adjust instructional techniques to the needs of the class. | 1 | 2 | 3 | 4 | 5 |
| 4 | Provides sample opportunities for students to use English. | 1 | 2 | 3 | 4 | 5 |
| 5 | Errors are appropriately corrected. | 1 | 2 | 3 | 4 | 5 |
| 6 | Creative in devising and adapting resources to the needs of learners. | 1 | 2 | 3 | 4 | 5 |

V CLASSROOM ENVIRONMENT

- | | | | | | | |
|---|--|---|---|---|---|---|
| 1 | Encourages a warm, supportive atmosphere. | 1 | 2 | 3 | 4 | 5 |
| 2 | Adequately recognizes good performance. | 1 | 2 | 3 | 4 | 5 |
| 3 | Maintains eye-contact with the students. | 1 | 2 | 3 | 4 | 5 |
| 4 | Encourages small group interaction. | 1 | 2 | 3 | 4 | 5 |
| 5 | Facilities response and gives feedback. | 1 | 2 | 3 | 4 | 5 |

VI MOTIVATION ANALYSIS OF TASK AND ACTIVITIES

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A. Extrinsic motivation strategies

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1 | Calls attention to the instrumental value of the knowledge or skills developed in the activity. | 1 | 2 | 3 | 4 | 5 |
| 2 | Structures individual or group competition for prizes or recognition. | 1 | 2 | 3 | 4 | 5 |

B. Extrinsic motivation features of the task or activity.

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1 | Creates opportunities for active response (beyond just watching and listening). | 1 | 2 | 3 | 4 | 5 |
| 2 | Creates opportunities to answer divergent questions or work on higher level objectives. | 1 | 2 | 3 | 4 | 5 |
| 3 | Provides immediate feedback to students` responses (build into task rather than provided by the teacher). | 1 | 2 | 3 | 4 | 5 |
| 4 | The task involves fantasy or simulation elements that engage the students` emotions or allow them to experience events vicariously. | 1 | 2 | 3 | 4 | 5 |
| 5 | The task provides opportunities for students to interact with their peers. | 1 | 2 | 3 | 4 | 5 |

C. Teacher`s attempts to stimulate students` motivation to learn

- | | | | | | | |
|---|--|---|---|---|---|---|
| 1 | Includes task interest or appreciation. | 1 | 2 | 3 | 4 | 5 |
| 2 | Makes abstract objectives more personal, concrete familiar. | 1 | 2 | 3 | 4 | 5 |
| 3 | States learning objectives and provides advance organizers. | 1 | 2 | 3 | 4 | 5 |
| 4 | Models task-related thinking and problem solving. | 1 | 2 | 3 | 4 | 5 |
| 5 | Includes instruction or modeling designed to increase students` metacognitive awareness of their learning efforts in response to task. | 1 | 2 | 3 | 4 | 5 |
| 6 | Provides opportunities for students to respond and get feedback (asks questions during group activities, circulates to monitor performance during seatwork). | 1 | 2 | 3 | 4 | 5 |
| | | 1 | 2 | 3 | 4 | 5 |

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Annex. 4

QUESTIONNAIRE about Student Satisfaction

Dear Students.

This questionnaire is to receive your feedback about your experience at Epoka University solely for the purpose of matching our student services to your satisfaction. Therefore, your honest answers will be appreciated very much, since they will contribute to improve Epoka services up to your demands.

A. Extracurricular activities

Listed below are several aspects of students' university experience. Please rate your level of **dissatisfaction-satisfaction** by circling an answer for each item using this scale:

1	2	3	4	5
Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied

1) How did the library meet your expectations?

1.1 Enough resources for my learning	1	2	3	4	5
1.2 Satisfied with on-line library	1	2	3	4	5
1.3 Quiet place to study	1	2	3	4	5
1.4 Computer facilities (up-to-date enough)	1	2	3	4	5
1.5 Lighting is appropriate	1	2	3	4	5
1.6 The library is comfortable	1	2	3	4	5
1.7 The library staff is helpful and approachable.	1	2	3	4	5

2) How did the transport services experience meet with your expectation?

2.1 Do you use University bus service?	Yes		No		
2.2 Comfort Journey	1	2	3	4	5
2.3 Punctuality	1	2	3	4	5
2.4 Cleanliness of Vehicle	1	2	3	4	5
2.5 Timetable Information	1	2	3	4	5
2.6 Transport Fee	1	2	3	4	5
2.7 Buss staff behavior	1	2	3	4	5
2.8 Implementation of scheduled departure	1	2	3	4	5

3) How do the food services experience meet your expectation?

3.1 Presentation or appearance of food	1	2	3	4	5
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5.1.5 My interaction with the Admissions office

played a positive part in my decision to attend 1 2 3 4 5

6) Registrar's Office

6.1 How often have you interacted with the Registrar's Office?

a) Never b) Twice c) Three times d) More than four times

6.2 What was the reason for your contact with the Registrar's Office?

- a) Student Certificate
- b) Transcript
- c) Termination Certificate
- d) Freezing Request
- e) Termination of Enrollment
- f) Request for transfer of studies
- g) Grade Appeal
- h) Course Withdrawal
- i) Additional exam
- j) Other

6.3 Indicate the extent to which you agree or disagree with each of the statements below

1 Strongly disagree	2 Disagree	3 Neither agree or disagree	4 Agree	5 Strongly agree
------------------------	---------------	--------------------------------	------------	---------------------

6.3.1 The Registrar's Office staff member greeted me respectfully and politely.

1 2 3 4 5

6.3.2 The Registrar's Office staff member displayed professionalism during my interaction.

1 2 3 4 5

6.3.3 I was served in a reasonable period of time

1 2 3 4 5

7. Basic Information

7.1 Your study program

- a) Civil Engineering
- b) Computer Engineering
- c) Architecture
- d) Electronics and Digital Communication Engineering
- e) Economics
- f) Business Administration
- g) Business Informatics
- h) Banking and Finance
- i) Banking and Finance (Albanian)
- j) International Marketing and Logistics Management
- k) Political Science and International Relations

7.2 Study Year

- a) 1
- b) 2
- c) 3

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d) 4

e) 5

7.3 Gender

a) Male

b) Female

7.4 Are you taking full or partial scholarship?

a) Yes

b) No

Guiding documents:

1. National legal requirements for internal/quality assurance
2. Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), 2015
3. ECTS Users' Guide 2015
4. Guidelines of Internal Quality Assurance for Albanian HEIs

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