Rl!PUILIKA ꞮꞮ SHQIPIRISI
UNIVERSITY "FAN S. NOLI", KORÇË

QUALITY ASSURANCE MANUAL OF
"FAN S. NOLI", KORÇË

Approved by the decision nr.___ , d a t e _ . _ . 2020 o f the Academic Senate

"TO AN INSTITUTION OF HIGHER EDUCATION, THE TERM 'QUALITY' MEANS THE ABILITY TO PROVIDE THE ACHIEVEMENT OF STUDENTS' OBJECTIVES IN EDUCATION BY ACCOMPLISHING THE NEEDS OF SOCIETY AND THE DEMANDS OF THE NATIONAL DEVELOPMENT IN GENERAL"

INTRODUCTION

The Manual of Quality is a document which presents the basic principles on how the quality structure works at University "Fan S. Noli", (UNIKO) starting from the basic level of the institutional infrastructure to human resources management. In drafting the manual, UNIKO considered the observance of the legal acts in force, which are related not only to the institutional mission of the University, but also to the general framework of the quality assurance for all the Higher Education Institutions, as it follows:

- Law No. 80/2015 *"On higher education and scientific research in Higher education Institutions in the Republic of Albania"*
- DCM No. 109, dated 15.2.2017 *"On the organization and functioning of the quality assurance agency in higher education and the accreditation board and on setting tariffs for quality assurance processes in higher education"*, amended.
- DCM no. 418, dated 10.5.2017 *"On standards, criteria and procedures for the opening, reorganization, division, merger or closing of the Higher Education Institutions and their fields of study"*
- *Quality Code (ASCAL)*
- DCM no. 41, dated 24.1.2018 *"On the elements of study programs offered by the Higher Education Institutions"*, amended.
- DCM no. 783, dated 26.12.2018 *"On the evaluation of the teaching performance of the academic staff in Higher Education Institutions, through the national student survey"*
- DCM no. 428, dated 26.6.2019 *"On the approval of the table of detailed descriptors for each level of the Albanian qualifications framework"*
- MESY Instruction no. 1, dated 14.1.2020 *"On the documentation and procedures for the opening, reorganization and closing of the Higher Education Institution, their fields of study, main units and study programs, as well as for the division or merger of the Higher Education Institution"*
- DCM no. 514, dated 20.9.2017 *"On the approval of the national list of professions (NLP)"*, revised.
- *Statute of the University "Fan S. Noli"*
- *Regulation of the organization and scientific research, teaching activity of the University "Fan S. Noli"*
- *Development of the Strategic plan of the University "Fan S. Noli" 2016-2020*
- *Regulation of the Directorate of Curricula and Quality Assurance and Scientific Research*
- *Manual on the procedures and deadlines for the quality assessment within the accreditation of Higher Education Institutions and study programs (ASCAL 2017)*
- *Manual of activity of the Unit for Internal Quality Assurance at the University "Fan S. Noli", Korçë 2014*
- *Other documents related to quality standards.*

This manual aims to describe a clear systematic and methodological approach about the structures, process and results of this process on the internal quality assurance through these three elements, given below:

Quality assurance, which mainly involves the processes undertaken by an institution to achieve standards.

Quality control, which measures the quality growth and aims taking the appropriate actions and measures for their continuous improvement. As such, it serves to the good management of the internal quality assurance system and progress of its constituent elements, units and structures at University "Fan S. Noli".

Quality assessment, which assesses growth and quality assurance through the internal evaluation processes and external institutional evaluation and study programs.

"Quality Manual" is an important document that describes:
– Quality assurance framework;
– Quality assurance structures;
– Principles and procedures of the quality assurance for all areas related to the provision, organization, teaching, human resources and students of HEIs / study programs;
– Quality and standards of HEIs.

In order to be as practical as possible, at the end of this manual, there are presented the models that have to be considered in fulfilling the quality standards, as part of the daily work of UNIKO staff.

MISSION AND VISSION

The mission of UNIKO, throughout all his activity, is to create, transmit, develop and preserve knowledge through teaching, scientific research and services.

UNIKO realizes its mission through these objectives:

- to professionally train qualified specialists in the respective fields in all the programs of study through teaching and professional practices, by fulfilling all the obligations arising from the signing of the "Declaration of Bologna"
- to train young scientists in various primary fields, taking into account the main directions of development of the region, through the scientific research and publishing activity;
- being a promoter of the highest form of education, it also aims acquiring specific competencies and methodological accuracy to make an individual not only a competent specialist, but also a responsible citizen serving to the society
- to work on scientific studies in order to develop the study programs on sciences it provides and to offer services for solving the most important problems in the region of Korça and beyond;
- to provide independence on research works and freedom of teaching to the academic staff, in accordance with the provisions of this statute and the legislation in force
- to issue diplomas and certificates and other titles in accordance with the level of training that is completed
- to provide the freedom of speech and equality, to the academic staff and students, in working and studying

In fulfilling its mission and vision, UNIKO has the responsibility to provide the society with a high quality of the study programs, scientific researches and other services, demonstrate that it is making efforts to effectively use the resources provided and to ensure that the quality standards are met in each of its fields.

UNIKO AND QUALITY ASSURANCE FRAMEWORK.

UNIKO is responsible for the quality assurance in all the organizational constituent units. Consequently, the quality network functions under the responsibility of establishing, implementing and continuously improving the quality system based on state quality standards, as well as on European standards and guidelines for the Quality Assurance in AHEIs.

The Quality Assurance of UNIKO consist of two main elements:

The Internal Quality Assurance
The internal evaluation is managed by the Unit for the Internal Quality Assurance. Its main objective is to monitor the activity of the quality assurance in the University and to coordinate communication with the institutions of the external evaluation that define the criteria of quality in the Albanian Higher Education.

The External Quality Assurance
The External Evaluation is managed by the "Higher Education Quality Assurance Agency" and the agent is an organization out of the Higher Education Institution, which means that it is an agency of the external quality assurance, which has been given the mandate by the Higher Education Institution itself or by the Ministry of Education, Sports and Youth. The external quality assurance is based on self-assessment reports and it always has an educational role by carefully monitoring the current situation and giving recommendations for further improvement.

The quality network consists of the Sectors of Curricula and Assurance. Within this sector operates the Internal Quality Assurance Unit (hereinafter IQAU), with a representative coordinator from each main unit. An Internal Evaluation Group is set up at each main unit, represented by each basic unit and students' activities.

This unit has focused its activity on the following issues:

a. Identifying problems related to teaching and learning
b. Identifying and analyzing problems related to the quality of the teaching process
c. Provision of a database on the quality of the teaching process and fostering competencies / learning outcomes.
d. The periodical assessment of the scientific-research and educational activities results
e. Conducting researches in order to assess student employment performance and the effectiveness of programs offered by UNIKO.
f. Active involvement of students in internal quality assurance through questionnaires conducted on this purpose.
g. Orientation and methodical guidance of the action procedures on the internal evaluation in departments and faculties.
h. Assessing performance of the academic staff.

THE ACADEMIC OFFER IN UNIKO

In UNIKO, the term "quality" is a broad concept related to meeting the standards defined not only as requirements for the academic staff, but also as an institutional reality that is constantly improved in terms of the academic offerings and services. Each basic unit is responsible for the academic offer, since the first survey that it prepares for the opening of new study programs, based on quality standards by continuously being improved after each phase of the study program. Based on the relevant documents, the basic units, in cooperation with the other structures of the quality assurance, are making a continuous effort to preserve and further enhance the academic offer quality.

THE ACADEMIC OFFER QUALITY

UNIKO aims meeting the standards of the academic offer through the following strategies:

- Implementing standards for the qualified personnel recruitment procedures;
- Functioning of a management, evaluation and reporting system in all the administrative and academic structures regarding focusing on students;
- Observance of the requirements of national and international policies regarding the development and responsibilities of higher education;
- Academic quality assurance by considering the observance of the principles of the academic freedom, disseminating governance and global learning.
- Leading by the authorities and governing bodies of policies and strategies for the development of UNIKO in accordance with national and European standards of higher education, approved policies, national legislation and statute.

THE ROLE OF ACTORS IN UNIKO REGARDING THE QUALITY ASSESSMENT

ACADEMIC SENATE AND QUALITY ASSURANCE

The Academic Senate is the highest collegial decision-making body of UNIKO, which determines the development policies of the institution, plans, coordinates, leads and controls teaching and scientific-research activities, and it also evaluates their effectiveness.

In terms of the quality assurance, the Academic Senate performs the following tasks:
- propose the strategic plan of the institution development;
- approves the opening, closing and reorganization of units and study programs;
- approves regulations and documents in support of quality assurance and implementation of standards according to the quality code;
- sets up groups and units for internal quality assurance and external institutional evaluation
- organizes the joint meeting, in cooperation with the Board of Administration, at the end of each academic year, discussing teaching, scientific-research and financial activities.

BOARD OF ADMINISTRATION AND QUALITY ASSURANCE

Board of Administration guarantees the financial sustainability of UNIKO and it also fulfill its mission.

In framework of the quality assurance, the Board of Administration:

- guarantees the financial sustainability of UNIKO and the fulfillment of its mission;

- approves in advance the opening, reorganization or closing of the constituent units and study programs of the UK;

- supports the improvement of infrastructure in function of study programs;

- approves the detailed annual report of the activity of UNIKO, prepared by the Rectorate

INTERNAL QUALITY ASSURANCE UNITS

Internal Quality Assurance Units are ad hoc commissions. The institutional commissions, are set up by the Academic Senate and in cases when they are commissions at the level of the main unit they are set up by the Dean's office. Together they create the "Quality Network" and through the institutional coordinator of quality, they compile and provide reports on new activities and initiatives related to quality assurance for all the units of UNIKO. Their function is regulated by the statute, in accordance with the Code of the Higher Education Quality. The commissions coordinate, compile and report activities and new initiatives on quality assurance in all units of UNIKO, through the Curriculum and Quality Assurance Sector and the Institutional Coordinator. In accordance with the bylaws on internal quality assurance, the main responsibilities of the commissions are related to:

- drafting the internal evaluation reports at the main unit and institutional level;

- creation and implementation of methods for the quality assurance;

- establish credibility for the external assessment for all the stakeholders.

At an institutional level, IQAU is accountable to the Academic Senate. It discusses and decides on issues in the field of quality management and promotes, cooperates and monitors the quality assurance activity at the University and its members.

At the main unit level, IQAU is accountable to the Dean's office. It discusses and decides on issues in the field of quality management and promotes, cooperates and monitors the quality assurance activity in the faculty and its members.

ORGANIZATION OF IQAU

1. IQAU is a collegial body. It consists of 6 (six) members, which are listed below:

    a. 4 (four) are representatives of the academic staff of the main units;
    b. 1 (one) is a representative of students;
    c. 4 (four) are representatives of the academic staff of the main units;
    d. 1 (one) is a representative of the Curriculum and Quality Assurance sector.

2. The head and members of IQAU are approved by the Academic Senate, on the proposal of the Rector.
3. For each evaluation process that it organizes (institutional accreditation / study program), IQAU sets up the Internal Evaluation Group (hereinafter IEG), which is also attended by a student representative.
4. At the faculty level, IQAU is established on the proposal of the dean and it has an operational autonomy and access to all the data of the faculty.
5. The coordinators of the IQAU in the relevant faculties are the representatives of the academic staff of the faculties in IQAU, at an institution level.
6. At a level of HEI, IQAU performs the following tasks: statistical analysis of data, based on surveys, questionnaires and interviews organized with academic staff, non-academic staff and students and it periodically compiles internal evaluation reports.
7. At the level of HEI, IQAU periodically plans its annual activity[1.]

INTERNAL EVALUATION GROUPS

Internal Evaluation Groups (IEG) perform specific tasks in terms of the institutional accreditation and study programs. IEG, at an institution level, is set up by the Academic Senate and it is engaged in the preparation of documents within the institutional accreditation. IEG, at a basic unit level, is set up by the basic unit and it is engaged in the preparation of documents in terms of the accreditation of the study programs. After the establishment of IEGs, an action plan for the accreditation of the study programs is drafted and it includes the steps, procedures and persons responsible for each activity within this process.

COUNCIL OF ETHICS AND QUALITY ASSURANCE

The Council of Ethics is a collegial body of the University, which promotes and reviews issues related to ethics in teaching and research processes, as well as in other institutional activities. The Council of Ethics operates on the basis of the "Code of Ethics", which defines the basic and ethical principles of the University. Through the code of ethics, the council of ethics promotes quality activities relevant to academic ethics, teaching and scientific research in accordance with international standards.

RECTORATE AND QUALITY ASSURANCE

Rector is a collegial body, headed by the rector of UNIKO, Vice Rectors, Deans of the main units and the administrator.
In the framework of quality assurance Rectorate:
- drafts the strategic development plan of the UK, based on the proposals of the basic units and main units of the University and administrators;
- drafts the annual report of the teaching - research activity and it submits it to the Academic Senate and the Board of Administration for approval;
- monitors the activity of UNIKO and it publishes the results of its evaluation;
- performs a periodic control in the University units for the fulfillment of the standards, as well as for the implementation of the acts and the legislation in force
- consists of sectors supporting the quality assurance units.

DEANS' OFFICE AND QUALITY ASSURANCE

The Dean's Office is a collegial executive body headed by the Dean and consists of the Dean, Deputy Deans, the administrator of the main unit and the heads of departments.
In the framework of quality assurance, the dean's office performs the following tasks:

- drafts the strategic development plan of the faculty, based on the proposals of the basic units
- coordinates all the activities of the faculty departments
- prepares annual reports on teaching and learning performance, research, financial and infrastructure activities.
- at the beginning of each academic year, it updates the working group of the internal quality assurance at the basic unit level; a representative of students is also part of this group.

THE BASIC UNIT AND QUALITY ASSURANCE

Department is an educational-research unit in UK which includes similar research fields and it groups the relevant educational disciplines. It is responsible for the study programs that it provides and the fulfillment of their quality standards:
In terms of the quality assurance, the main unit performs the following tasks:
- propose the compilation of the strategic plan in the faculty;
- defines the coordinators of the study programs;
- set up the commission of the equivalence of the modules and the study programs;
- set up the IEG in terms of the accreditation of the study programs;
- provides the quality of the teaching/learning and infrastructure in disposal, according to the definitions on the standards of quality for the higher education.

ACADEMIC / NON-ACADEMIC STAFF AND QUALITY ASSURANCE

The academic and non-academic staff of UNIKO are well-acquainted with the quality standards and they are aware of the special responsibilities and tasks within the quality enhancement at UNIKO.
Quality assurance and guaranteeing standards by the staff is accomplished through the implementation of the laws and bylaws in force, as well as through the activities in terms of the
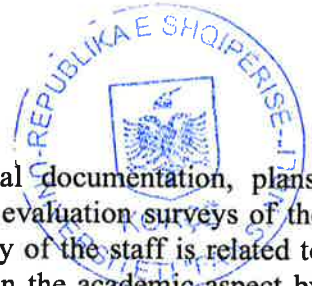
quality assurance (respecting the bylaws in preparing the educational documentation, plans, curricula, institutional and study program accreditation, involvement in evaluation surveys of the units where they belong, etc.). On the other hand, the main responsibility of the staff is related to their continuous effort to provide the highest quality offer for students in the academic aspect by encouraging students in problem solving, fostering creative thinking within their fields and implementing their scientific- research achievements.

In the framework of quality assurance, the staff:
- is elected to the governing bodies / authorities to carry out, among others, the design and implementation of policies and activities in terms of quality;
- is part of the permanent commission IQAU;
- is part of the IEG set up by the senate/main unit in terms of the institutional accreditation and study programs;
- is part of the Council of Ethics which promotes respecting rules and international standards;
- is part of the main/basic unit which compile reports, decisions and other documents related to the financial, scientific and educational activity of UNIKO on the evaluation of meeting the quality standards.
- is a main/basic unit which compiles documents in terms of guaranteeing quality, sets up IQAU/IEG and defines the coordinators of the study programs;
- is a coordinator of the study programs that performs the duties set by the Code of Quality

The main role of the staff is the involvement in the continuous quality assurance in the study program, research, communication ethics etc.

STUDENTS AND QUALITY ASSURANCE

They are an inseparable part of the educational, research and financial activity of UNIKO.

In the aspect of the quality assurance, students are an important factor and they are part of certain bodies and structures which guarantee and implement the policies of the quality assurance.

Based on the way of the organization of UNIKO, students are represented by:
- the academic senate with two member students
- the council of ethics with a member student
- board of Administration, where one of the members of the board is selected by the students
- their inclusion as part of the commissions IAQU/IEG in terms of the quality assurance, institutional accreditation and study programs.

In the framework of the quality assurance, as part of the above-mentioned structures, the students give their contribution through:
- the evaluations of the staff, study program and services based on the questionnaires results conducted by the structures inside and outside the institution
- suggestions in terms of the design, approval, review and improvement of the study programs, teaching methods and quality of their services.

EMPLOYING INSTITUTIONS AND QUALITY ASSURANCE

The official communication of UNIKO with the employers is considered as the main key of studying the labor market in terms of the opening of the new study programs and the periodical study of the labor market to review the study program and the adjustment to the actual necessities of the labor market.

The relation between UNIKO and employers is created through the following ways:
- cooperation agreement in terms of the professional/educational practices, conducted by the students;
- their inclusion in the process of drafting, approving, reviewing and improving the study programs, teaching methods and quality of their services.
- Their inclusion in open meetings with lecturers and students to discuss about the requirements related to the labor market
- Their inclusion in the career fair organized by UNIKO
- Provision of the database from the platform of employment[2]

THE STUDY PROGRAMS AND THE QUALITY ASSURANCE

The opening, reorganization and the adaption with the study programs is a continuous and dynamic process in UNIKO. This happens as a result of the continuous changes of the requirement of the labor market. The study programs of UNIKO are designed and provided in accordance with the objectives and mission of UNIKO and its activity. During all their progress, the study programs are already adjusted to the standards of quality from the first steps of their design to the changes that follow.

The opening/reorganization of the study programs is referred to the bylaws in force, which define criteria and standards according to the definitions of the quality code for all the elements of a study program. The responsible unit for the design of the documentation for the opening/reorganization of the study programs is the main unit.

DEVELOPMENT OF THE STUDY PROGRAMS

> **The approval of the new study programs**

The approval of the new study programs is carried out by the Minister of the Education after the application of UNIKO and the preliminary evaluation by the expert approved by AQAHE. The documentation is designed according to the standards and legal documents in force.[3]

Before the application, the new study program passes through the first phase of the opening, which is divided in three main steps: analyze, proposal, approval.
- The analyze is carried out by the working group set up within the basic unit for the opening of the new study program and it is mainly focused in studying the needs of the labor market and the adjustment of the mission of UNIKO
- The proposal is initially carried out by the main unit and after a discussion in the main unit it is passed to the academic senate for approval.
- After the Academic Senate reviews the proposal it takes the decision for its approval or rejection. The Board of Administration, also approves the opening of the new study programs by taking into consideration its financial source.

During all the process of the opening of the study program, the Directorate of Curricula, Quality Assurance and Scientific Research monitor the fulfillment of standards and the observance of the bylaws in force and it give its contribution in their designing process, as well.

➤ **Changes of the existing programs**

The approved study programs are changed or reorganized in accordance with the constant changes with the labor market requirements.

The ways of performance of the study programs are given below:

- Questionnaires carried out with students and stakeholders who can suggest changes in the study programs
- Organizations of meeting with students and employers of the respective fields to discuss about the last requirements of the labor market
- The periodical studies of the labor market.

Changes, up to 20% of the study program, are approved by the academic senate. Considering cases of the changes over 20% of the study program, the change is approved by the Ministry of Education.

➤ **Principles of performance of the study program**

Throughout the progress of the study program, the principles and reference points, which should be indicator of the fulfillment of quality standards, are taken into consideration:

- Mission, vision, objectives and the plan of the strategic development of UNIKO
- A program focused on successful teaching methods with clear indicators of progress from one learning phase to another.
- Proposal/ the argument of the basic unit for the opening / reorganization of the study program based on the study of the current and future needs of the labor market
- A program based on the SWOT analyze where are defined the strengths, weaknesses, opportunities and threats of the study program
- Adaptation of study programs with the relevant DCM for the list of revised professions.
- Regulation and curricula according to the standards defined in the bylaws in force.
- Qualifying the academic staff according to the legal requirements
- Designing the staff files according to the definitions of internal guidelines for the content of staff files.
- Involvement of the third parties in the study program (agreements with institutions in the framework of employment and performing internships)

THE GENERAL PRINICPLES FOR THE RESEARCH EVALUATION

Throughout all its activity, the mission of UNIKO is to create, transmit, develop and protect knowledge, in addition to teaching and services, also through scientific research. Scientific research is one of the pillars of higher education and as such it is required to accomplish the following actions:

- Support the scientific research and the promotion of researches applied on the purpose to develop the individuals and society;
- Improve and enhance the scientific-research in UNIKO;
- Improve and strengthen UNIKO's relations with the labor market and society;

–   Institutional support for the qualification of the staff

The measures taken for the evaluation of the teaching process and especially for the research activity are strategic means for the quality assurance and its improvement by providing assistance in controlling the performance of the institution[4]. For this reason, the evaluation means should be designed in such a way as to allow a differentiated reasoning, not only on the performance of the evaluated unit (department, faculty or university), but to help in developing and improving the research activity.

The academic staff of UNIKO is part of the scientific - research evaluation. The main means of the research evaluation is the "*Manual of Research Activity*".

The evaluation of the research activity

Research activity of UNIKO, is annually estimated, serving as the basis for budget allocations to ensure and improve the quality in order to meet international standards. The result of the evaluation measures serves as a basis for strategic planning, formulation of development plans, budget allocation, etc. The subject of the research evaluation is UNIKO, the main entities, the basic entities, as well as the research teaching groups.

THE QUALITY CONTROL – SELF-EVALUATION

The quality assurance in UNIKO consists of the elements, listed below:
-   Internal quality assurance
-   External quality assurance

The internal quality assurance is managed by the IQAU. Its main responsibility is to control the quality assurance activity in the University and to guarantee the implementation of the quality criteria in UNIKO according to the Code of Quality.

The internal quality assurance process

Evaluation is a systematic process of collecting, reviewing and using important quantitative and qualitative data from multiple and diverse sources inside and outside UNIKO, related to the key areas defined in the Quality Code. This process consists in a procedure, where regular monitoring and improvement activities take place. They are planned at the beginning of the academic year and published every year on the Website of the University. The main result of the self-evaluation is the internal evaluation report which includes the main evaluation areas defined in the Code of Quality.

By considering what was mentioned the above, it can be asserted that self-evaluation is a key part of UNIKO's continuous improvement.

Self-evaluation steps
-   The purpose of identification:
-   (*Why should we work on self-evaluation?*)
-   Identification of results:
-   (*Which are results that we have to achieve through the self-evaluation?*)
-   Measures and drafting of the evaluation:

- *(What methodologies, instruments and mechanisms should we use?)*
- Data collection:
- *(What kind of data should we get?)*
- Analysis and evaluation:
- (What methods should we apply for data analysis?)
- Comparison of data with the quality standards:
- (How much do the data collected comply with the quality standards?)
- Decision-making regarding the measures to be taken:
- (How will we use the results of the analysis in decision-making, in relation to the new strategies and development?)

IQAU AND INTERNAL EVALUATION

On the full realization of this process, the Internal Quality Assurance Unit (IQAU) in the University is functioning on continuous monitoring the mechanisms and planning needed to conduct the self-assessment report.

IQAU was made part of the structure of the University as a new entity, after the approval made by the Board of Administration of the University "Fan S. Noli" on the decision no.2, dated 6.5.2008, as well as the decision no. 33, dated 17.11.2009 of the Academic Senate. This unit operates according to the criteria set out in: Statute of UNIKO, Regulation of UNIKO, Regulation of the Directorate of Curricula, Quality Assurance and Scientific Research, as well as based on the principles and procedures of this Manual.

This unit is focused on the following activities:

a. periodical evaluation of the effectiveness of teaching, scientific activities and administrative activity of the University;
b. has an operational autonomy and access to UNIKO data;
c. cooperates with AQAHE on problems related to the implementation of the quality code, internal evaluation and qualification of the members of the IQAU;
d. informs the Academic Senate of UNIKO, about its activity, as well as about problems related to internal evaluation.

The following elements define its primary functions:

IQAU supports and provides expertise.

Its representatives regularly visit each faculty and each department and they are invited, by the latter, to provide any expertise to conduct the relevant quality assurance processes. In particular, the expertise is focused on the implementation of the quality assurance mechanisms in the teaching process, evaluation and involvement of students in the learning process.

IQAU coordinates communication between different structures, especially when the process is delegated to the faculties or when there is an evaluation process, which is organized by the University. This coordinating role is extended to other units at the University when the process is related to the staff development and the collection / analysis of institutional data.

IQAU interprets the national and European quality assurance obligations, in order to adapt them to the institutional context.

IQAU monitors by providing guidance, collecting information and identifying problems, which are forwarded to the responsible units in order to resolve them.

IQAU administrates, reorganize and plans to organize visits from the external evaluation or invites

the external experts to train the internal evaluation staff.

Regarding these purposes, IQAU accomplish the following tasks:
- follows this manual of procedures which describes the structure of the institution and the quality assurance processes;
- specifies criteria for the selection and formats of the indicators, criteria and quality standards;
- prepares the quality control means on issues, such as questionnaires for the active and graduate graduates;
- give advices on operational procedures for planning and implementing the quality processes;
- provides information on quality: dissemination of information on various quality parameters of the institution for internal and external actors.

According to the rule, the members of the IQAU, representatives of the main entities of the UK, must be, at least, qualified on "Master of Science" and well-acquainted with the code of quality and organization of higher education in the Republic of Albania. These working groups, consisting of a students' representative, coordinate the activity of the IQAU in the respective units they represent.

They regularly organize meetings and their activity is presented in the recorded meeting file of IQAU, as well as in the Website.

Based on these premises and the implementation of the Quality Code and this manual, the self-assessment of all study cycles in all faculties of the University is annually realized, aiming at a full transparency and incentives to increase quality and performance.

Involvement of stakeholders

In order to foster the pro-active participation in the internal quality assurance of a number of stakeholders in the higher education system, internal and external stakeholders are already specified to realize the bilateral engagement, where the internal actors are: *the academic staff, students, administrative staff and governing authorities of higher education.*

The external parties the graduate students and the employers. The involvement of the external parties, students and employers is considered as a priority and crucial to identify the labor market needs and foster qualifications for the labor market needs. The involvement of the stakeholders aims the direct involvement in both directions; in quality assurance committees and through several methods, such as surveys, meetings, interviews and general discussions of the results obtained from quality assurance processes.

Compilation of the Annual Internal Evaluation Report (IER)[5]

IER is compiled by each IQAU of the main respective entities, after the compilation of the annual educational analysis according to the elements defined in the relevant instruction for the annual reporting of HEIs. IER includes the elements of evaluation of the fulfillment of standards for all the areas defined in the Quality Code, for the study programs offered by the main units. For each standard, data or documents proving their fulfillment are attached to the report.

The compilation of IER is focused on the following areas:

- Providing study programs.
- Organizing, directing and administering study programs.

- Teaching, learning, evaluation and competencies.
- Human and financial resources, infrastructure, logistics for the implementation of study programs.
- Supporting students.
- Quality and study programs assurance

SWOT analysis (strengths / weaknesses - opportunities and risks) is an important element included in the IEV, because through this analysis the weaknesses and potential risks are identified and some improvement strategies can be complied through the strengths and opportunities.

The improvement strategies are annually monitored by the IQAU in order to guarantee the quality enhancement and compliance with the standards.

The working groups that compile the self-assessment report cooperate with the following structures:
- Dean of the Faculty / Head of Department;
- Directorate of Human Resources, Communication and Promotion;
- Directorate of Curricula, Quality Assurance and Scientific Research;
- Directorate of Finance;
- Directorate of Economy;
- Secretaries;
- Sector of Curriculum and Quality Assurance;
- Sector of Projects Scientific Research and Digitalization
- Center of Career and Alumni;
- Sector of Public Relations and Promotion;

Other sources of information usable by IQAU can be data from the electronic space www.unkorce.edu.al

The working groups present to the above structures their needs related to the relevant information for the fulfillment of the standards and receive the updated data, which are presented in the report in the form of appendices.

At the end of this process, the IQAU of the faculties present the self-evaluation report, signed by the responsible persons who have worked on compilation (including even a student) at the governing authority of the unit. The latter submits it for a detailed discussion to the Deans' office.

After the approval by the dean's office, the IER is forwarded to the institutional IQAU, which after collecting the reports of all units in the faculties, compiles a summary report regarding the achievements, evaluations and needs for improvement of the institution in general. This report is submitted to the Academic Senate, which takes the necessary decisions regarding the possible improvements and forwards them to the relevant units and sectors, for taking continuous measures to enhance the quality of the University.

Mechanisms and tools of the quality assurance system

The quality assurance system includes a number of mechanisms and tools which are periodically (annually) used by UNIKO units in meeting the quality standards.

Quality assurance mechanisms and tools include elements of planning, controlling, evaluating, and

improving strategies of the specific issues of the areas of quality standards.
More specifically, the quality assurance mechanisms and tools preserve the following principle Unit-Mechanism-Period, according to the table given below:

Unit	Mechanism	Period	Notes
IQAU Basic units Administrative units in the rectorate	Annual plan of activities	Beginning of the academic year	Defining annual tasks
IQAU Basic units	Action plans	After identifying issues for improvement	Recorded in questionnaires, market studies, accreditations, etc.
Basic units	Market research	Periodically, according to the duration of the study program	After 1,2,3 years according to the type of study program
IQAU	SWOT analysis	March-April of each academic year	Included in the internal evaluation report
Basic units	Forms of planning and realizing the academic workload	Every year	Prediction - at the beginning of the academic year Realization - at the end of the academic year
Basic units	The evaluation form of the academic staff performance	At the end of the academic year	According to the model of appendix 2
IQAU Basic units Administrative units in the rectorate	Relations and reports	Throughout the year	According to identified issues for improvement
IQAU	Internal evaluation report	March-April of each academic year	
The sector responsible for cooperation agreements, Basic units	Benefit reports from cooperation agreements	Throughout the year	According to the deadlines set out in the relevant agreement
IQAU Basic units Sector if Curricula and Quality Assurance	Questionnaires related to certain topics	After the exam season, at the completion of the course	According to appendix 5 of this manual
Main units Basic units	Annual analysis of the activity of the units	Every year	According to the requirements of the bylaws This data is also used for the compilation of the RVB

Basic units	Various meetings with students and stakeholders in order to improve the study program	Throughout the year	Meetings are set out in the annual plan of the basic unit.

Questionnaires and quality assurance[7]

Questionnaires are organized at an institutional level on issues regarding the institutional problems and at lower levels, for more tangible problems related to study programs. They can be addressed to students, academic staff, administrative / academic support staff and stakeholders.

Some of the main criteria that a questionnaire must meet are listed below:
  − To include issues concerning the evaluation of standards mainly related to the study programs, teaching process, the evaluation of staff, the students' employment etc.
  − To have a limited number of questions
  − To be clear for the interviewees
  − Raise questions for students about their commitment in the learning process, in order to transmit the idea that a good process of teaching and learning is the result of an active partnership between teacher and student;
  − Provide space for comments and suggestions

Curriculum and Quality Assurance Sector, in cooperation with the Internal Quality Assurance Units, based on article 103, item 3 of law no. 80/2015 for higher education and scientific research in HEIs, every year organizes the student questionnaire on the quality of teaching for the subjects of study programs. The questionnaire is conducted after the exam season, mainly after the end of the second semester.

After the conduction of questionnaires, IQAUS, after discussing the findings, they compile the relevant analyses where are presented the evaluation results according to the topic discussed and suggestions related to the issues for improvement.

INFRASTRUCTURE AND THE QUALITY ASSURANCE

The infrastructure services of UNIKO are based on the standards defined in the code of quality and the bylwas[8], which define the norm of the reception capacity of UNIKO. These services are not only focused on the reception capacity of the auditorium, but also on the quality of services of laboratories, libraries or other facilities for activities outside the auditorium.

In this context, IQAU presents to the governing bodies of the University and the relevant sectors the criteria set by the quality standards in terms of space provided for learning, teaching, internships, research, laboratories, libraries, leisure facilities and sports activities.

Providing the adequate infrastructure for the administration of the academic activities.

IQAU ensures that UNIKO will continue work on improving the services provided as follows:
  − continuous increase of teaching facilities;
  − equipping auditors with communication technology tools;

- creation of suitable working environments for the academic staff of the University;
- continuous enrichment of libraries of the faculties and university scientific library;
- enriching the website with updated information;
- enriching laboratories with modern scientific research tools;
- creation of university libraries and facilities for office equipment;
- creating sports and leisure facilities for students.
-

In the implementation of these services, the IQAU cooperates in advance with the UNIKO Administrator and the responsible sectors, envisaging investments in those study programs where there is a need to meet the standards of the reception capacities.

Meeting the standards of reception capacities is an annual object of control carried ou by MESY.

QUALITY CONTROL AND ACCREDITATION

The Agency for Quality Assurance in Higher Education (AQAHE) is a state and public institution, part of the system of Quality Assurance in Higher Education in Albania, established by decision of the Council of Ministers no. 109, dated 15.02.2017 *"On the organization and functioning of the Quality Assurance Agency in Higher Education and the Accreditation Board and on setting tariffs for quality assurance processes in higher education"*, amended. AQAHE is responsible for quality assurance in higher education through quality assurance mechanisms, accreditation and other processes, it monitors and evaluates the quality of the institution and the programs offered.

The actors involved in this process are listed below:

- *Quality Assurance Agency in Higher Education*
- Managers of AQAHE (representatives of AQAHE, who technically support the external evaluation process)
- External experts (approved by ASCAL, have a high qualified academic profile and carry out the process of external evaluation of HEIs / study programs).
- External Evaluation Group (approved by the head of AQAHE and drafts the "External Evaluation Report").
- Accreditation Board (makes the final decision on the accreditation of higher education institutions and the programs they offer).
- Higher Education Institutions
- Institutional Coordinator (approved by the Rector of the HEI and provides communication between HEIs and AQAHE during the institutional accreditation processes and study programs through AMS - AQAHE Management System).
- Internal Evaluation Groups.
- Students.

External evaluation

External evaluation is managed by AQAHE and it means that the actor is an organization outside the institution of higher education, approved by the Ministry of Education, Sports and Youth. External quality assurance is based on self-assessment reports and it always has an educational role by carefully monitoring the current situation and making recommendations for further improvements within the fulfillment of quality standards.

External evaluation of the institution and study programs is a dynamic and continuous process as it is a periodic process that requires not only the fulfillment of standards but also a continuous quality improvement.

Accreditation of higher education institutions and study programs provided is a legal obligation provided in law no. 80/2015.

Based on the manual of deadlines and procedures for the accreditation of the institution and study programs[9], each accreditation process is divided into three stages:

1) The phase of the application for accreditation, where the application for accreditation is reviewed in advance, the application is approved, the HEI is notified, etc.
2) The phase of the accreditation process that continues with the approval of the accreditation period, the performance of the accreditation process, the drafting of the final report, etc.
3) The final review phase and the decision-making is focused on the preparation of materials for BA, their review by BA, decision-making, final decision, publication of decisions and information and issuance of the accreditation certificate that accompanies BA decision.

AQAHE Management System (AMS) – The data management system is an electronic platform in which each HEI has its own account and it annually updates the data of the staff, study programs, students. The main purpose of this system is related to communication between AQAHE - HEI mainly during the process of institutional accreditation and study programs. The communication is performed by the institutional coordinator, who has provided his account on this platform and uploads all materials / information required by AQAHE regarding the evaluation processes.

Steps and activities on the external evaluation of the institution

- Declaration of the composition of the quality assurance unit and the coordinator of the institution.
- Application for the institutional accreditation according to the approved format. Online application through the "AMS" system (according to the deadlines set by AQAHE).
- Review of the application request by AQAHE / BA. Its acceptance or refuse and the HEI is notified of the institutional accreditation invoice.
- The HEI makes the accreditation payment and it submits the invoice to AQAHE.
- AQAHE sends the confirmation letter to start of the accreditation process, specifying the accreditation period (start and end date of the process, and his is where the accreditation process starts).
- AQAHE officially notifies the coordinator of the HEI and sets the date of the meeting to discuss the steps of the accreditation process.
- The AQAHE designates the Internal Evaluation Group (IEG), which is responsible for the

compilation of the self-assessment report, by requesting or not a training support.

- The IEG prepares all the necessary documentation for the institutional accreditation and the internal evaluation report according to the deadlines and it is sent from the IC to the AMS.
- ASCAL conducts online questionnaires for academic staff and students of HEIs.
- ASCAL checks and controls whether if the all submitted documentation and IER are prepared in accordance with the accreditation standards and procedures. If there is any deficiencies, it notifies the institution, which make the necessary completion.
- AQAHE notifies the HEI about the date of the visit to the HEI, where the latter will suggest possible changes.
- EEG controls all the documentation submitted by HEIs
- AQAHE notifies the HEI about the date of the visit to the HEI, where the latter suggests possible changes.
- EEG compile the external evaluation report and submits it to AQAHE for a detailed analysis
- After checking and discussing the draft report, it is sent to the HEI, where the latter sends comments, remarks and suggestions.
- EEG takes into consideration or rejects the comments, remarks, suggestions of HEIs regarding EVDR and completes the final report EVR.
- AQAHE prepares the accreditation file with all the documentation used together with the IER and EER and submits it to the BA secretary for any review.
- AQAHE / BA drafts the accreditation decision, signs and archives the decision and the entire accreditation file. The decision and the EVR are made public on the official AQAHE website.

Steps and activities for the external evaluation of the study programs.

- The HEI applies for each study program in AMS through the institutional coordinator according to the deadlines set by ASCAL.
- Review of the application request (its acceptance or refusal and informing the HEI for the accreditation invoice of the study program).
- The HEI makes the accreditation payment and submits the invoice to ASCAL, where the latter sends the confirmation letter to start the accreditation process, by specifying the accreditation period.
- AQAHE officially informs the coordinator of the HEI and sets the date of the meeting with him to discuss the steps of the accreditation process.
- The HEI designates the Internal Evaluation Group (IGG), which is responsible for conducting the self-assessment report for the study program and requires training from ASCAL, if necessary.
- IEG prepares the file with the necessary documentation for the accreditation of the study program and the internal evaluation report according to the deadlines and is sent by IC to AMS.
- AQAHE establishes the External Evaluation Group (EEG) for the accreditation of the study program with the experts of the field and it informs the institution regarding its composition.
- AQAHE checks whether all the submitted documentation and IER are in compliance with accreditation standards and procedures. If there are any deficiencies, it informs the

institution which make the necessary interventions.
- EEG checks all the documentation submitted by HEIs.
- ASCAL notifies the HEI about the date of the visit to the HEI, where the latter suggests possible changes.
- EEG controls all the documentation submitted by HEIs
- AQAHE notifies the HEI about the date of the visit to the HEI, where the latter suggests possible changes.
- EEG takes or not into account the comments, remarks, suggestions of HEIs regarding EVDR and complete the final report EER.
- ASCAL prepares the accreditation file with all the documentation used together with the IER and EER and submits it to the secretary of BA for a detailed review.
- ASCAL / BA drafts the accreditation decision, signs and archives the decision and the entire accreditation file. The decision and the EER are published on the official website of AQAHE.

❖ The process of institutional accreditation and study programs cannot last more than 6 months.
❖ An HEI or study program is accredited by BA for a period of 1-6 years
❖ The evaluation procedure for fulfilling the conditions is performed in cases when the Accreditation Board, before issuing the decision of institutional accreditation, sets conditions within certain deadlines. This process is conducted after the submission of the application and supporting documentation for their completion, by HEI, in accordance with those presented by BA, in terms and quality. The level of fulfillment of the conditions, consequently leads to the accreditation or non-accreditation of the institution and / or the study program.
❖ Each HEI, based on the progress of the accreditation process, the final decision and the recommendations given under this decision, is obliged to complete them within the period set by the BA and communicated and monitored through AQAHE.
❖ Models of the evaluation reports for the institutional accreditation and study programs are published on the official website of AQAHE[1].

INVOLVEMENT IN QUALITY ASSURANCE

The manual, in question, has the role of a guide of the quality assurance procedures and effectivity of the activity that every actor implements in quality assurance and the fulfillment of standards in the consisting units of UNIKO. Through the steps, practices, examples or concrete documents included, attached to the manual, it completes all the legal documentation related to quality assurance. Governing structures of UNIKO guarantee their involvement in quality assurance and achieving the results planned by:
➢ fulfilling UNIKO's vision
➢ following a clear and measurable quality policy
➢ setting clear goals in the field of quality assurance
➢ continuous monitoring of the achievement of quality objectives, emphasizing the importance of a correct attitude towards all employees
➢ raising awareness of the importance of quality among employees in accordance with legislation, regulations, in force

> providing all types of resources available to the quality assurance

The following appendices are a summary of the models of the documents given in the bylaws according to the quality standards to be applied by UNIKO, as well as other documents analyzed in this manual.

<center>

APPROVED
ACADEMIC SENATE
HEAD
PROF. DR. ALI JASHARI

</center>

APPENDIX 1 FORM OF THE ANNUAL ACTIVITY PLAN OF IQAU

Nr.		SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST
1.													
2.													
3.													
4.													

APPENDIX 2. APPLICATION FORM FOR NEW STUDY PROGRAMS

R E P U B L I K A   E   S H Q I P Ë R I S Ë
UNIVERSITY "FAN S. NOLI", KORÇË
PROJECT-PROPOSAL FOR OPENING / REORGANIZATION /
CLOSING OF THE STUDY PROGRAMS

1. Institution/HEI Enter the full name of the institution	2. Application (select one): 3. New program____ Reorganization of the program_____
4. Name of the proposed program for opening/reorganization Write the full title of the program	
4. Semester and the academic year of the opening of the study program	
5. Semester and academic year of the first graduation 6. Data on the act of opening / accreditation of the HEI and / or the main unit that provides the study program.	7. Decision of approval by the Academic Senate 8. Decision of approval by the Board of Administration
9. If it is a joint study program, identify the cooperating HEIs and cite the act of cooperation between the HEIs and the specific agreement for the realization of the study program.	
10. The program is provided by: 11. Department of _____ Faculty of _____ Campus/building_____	
12. Data on the contact persons responsible for the study program: Name, surname: Position in HEI: Tel: E-mail:	
13. Statement of the head of the HEI for the fulfillment of the academic and infrastructural standards, foreseen in the legal and sub-legal acts in force.	
14. Signature (name / surname) of the head of the institution and the seal of the institution	

DESCRIPTION OF THE PROPOSED STUDY PROGRAM FOR OPENING / REORGANIZATION

a) Data on the study program:

This section should articulate in details the justification for the proposed study program and how this program addresses the local, regional, national and / or international needs. This section should be completed in a similar way to a research grant application. The reader / evaluator must be convinced that the proposed study program addresses real problems especially for the regional development. Various and reliable sources of evidence should be presented to show that the study program serves for the real needs of the region / country. Only resources and data, that directly support the need of the program, should be included. This section should also clarify what specific resources the institution provides by affecting the success of the program (eg study centers, research expertise, etc.) Make sure to include the elements: (1) complete citations to the sources used; (2) citations in the text to the sources used; (3) online resource addresses.

This section should include data on the following elements:
- General description of the program, mission, goal and objectives.
- Type of program, duration, number of credits, etc.
- Basic unit / main provider unit of the study program.
- Justification based on empirical and verifiable data on the need to open the study program.
- SWOT analysis of the application for opening / reorganizing the study program.

Data on the admission criteria in this study program, fees and financial modality for students:
This section should include data on the following elements:
- Admission criteria in the study program.
- Field of previous studies (regarding the second cycle study programs).
- Maximum number of students to be admitted.
- Tuition fee.
- Financial support policy for students (types of scholarships if any).
- Dedicated quotas for students of special categories.

c) Lesson plan/Curricula of the study program

This section contains of / presents a detailed analysis, based on evidences of the study program curriculum proving / arguing on how the legal requirements and State Quality Standards are presented in the program. Based on the evidences, this section should show how the curriculum of the proposed study program differs from other similar programs, addresses potential gaps in the academic offer for students, and addresses the findings / conclusions of the labor market study analysis.

This section should include data on the following elements:
Total number of credits;
- Analytical overview (of subjects and modules) of the curriculum and credits as it follows:
- (General subjects; Specified subjects; Interdisciplinary / specified subjects; Supplementary subjects).
- Professional practice.
- Final obligations
- Diploma thesis/ final exam.

d) Academic staff and the academic support staff

This section provides a brief summary of the academic and academic support staff involved in the study program, by giving information on the following issues:
- Number of academic staff in the basic unit.
- Number of academic staff committed to the study program (full-time / part-time staff).
- Number of academic staff involved in the specified subjects (full-time / part-time staff).
- CVs of the academic staff that will be committed to the study program (title / degree, field of research expertise), commitment of prominent personalities of the field of study, etc.
- If the proposed study program is and interdisciplinary study program, identify the academic

staff coming from other departments or faculties.

e) Academic infrastructure in function of the program

This section contains a summarized information on the academic infrastructure in service of the study program, focusing on:

- Number and the surface of the auditors;
- Laboratories and facilities for the realization of the practice classes;
- Library, number of titles, number of reading posts, e-library (if any), etc.
- Office for the Academic Staff and Academic Support Staff

f) Joint Programs:

This section is completed only if the proposed study program is offered in collaboration with another institution, including a description of the level of collaboration, responding to the following elements:

- Financial resources.
- Contribution of partners.
- Making resources available to partners.
- Study program administration.
- Issuance and type of diploma (joint diploma / double / multiple)
- Data on the act of establishment / licensing of the partner institution in the country of origin.
- Data on the act of accreditation of the partner institution or of the study program
- Official document of cooperation between the parties, framework agreement.
- Specific agreement on the concrete study program.

g) Labor market analysis

This section provides information on how the proposed study program responds to the labor market needs, including the current and projected labor market demand regarding the graduate students of this study program. Labor market analysis must meet three objectives listed below:

- *Identify how the proposed study program increases the skills / opportunities / potential of students to acquire skills / knowledge that match the demands of the labor market for a stable employment of higher incomes.*
- *Identify how the proposed study program meets the employers' demands regarding the workforce in the medium term.*
- *Identify how the proposed program fits in with or meets the national employment and development policies.*

* Ensure to include the following elements:

(1) complete citations to the sources used; (2) citations in the text to the sources used; (3) online resource addresses.

The following elements should be included in this section:

The change and potential benefits of the proposed study program for the opening / reorganization related to the similar study programs provided by HEIs other.

- Local and regional employment trend in the sector where the study program is part of, referring to the official sources such as INSTAT, the new Ministry of Finance and Economy, international organizations, etc.
- The unfulfilled need of the labor market that the new / reorganized program meets proposed by the HEI.
- The structures available to students to realize the connection with the labor market, as well as the financial resources available to these structures.
- Potential employment of students.
- Prior agreement / request from private operator / public institutions for eventual employment of students after graduation.

SUBJECT PROGRAM MODEL

Subject (Note. All notes within brackets, in italics, should be deleted, including this note)

Head / lecturer / lecturer of the course (regarding the professional study programs): (name, academic title, scientific degree and signature)

Workload: *(number of credits, number of teaching hours into the auditorium, lecture and seminar, internships, etc.)*

Academic year / semester:

Type of subject: *mandatory or optional*

Study program: *(the program to which this subject is offered)*

E-mail address of the head / lecturer of the subject:

CODE OF ETHICS:

Referring to the "Code of Ethics" of the University "Fan S. Noli", article 25 item 1 i:

"The student, who is involved in a prohibited action or violation of the law, which results in the disruption of the class, may be instructed by the lecturer to leave the auditorium for the remaining period of the class. For longer exceptions as a result of the disruption of the class, written decisions must be taken by the relevant bodies. "

article 26 item 1 h: "Any action taken or a situation intentionally or negligently created, that create problems in the progress of the activities of the University. These actions include, but are not limited to":

i.   copying the answers from another student during the exam;
ii. unauthorized communication with others during an exam;
iii. allowing another student to copy the answers;
iv. replacing another person or using another person as a substitute during an exam;
v.   pre-programming of a calculator or other electronic device that contains unauthorized answers or information about the exam;
vi. use of the unauthorized materials, pre-prepared answers, written notes or hidden information during an exam;
vii. allowing the others to accomplish a task or a part of it (e.g. a group work), including the use of commercial works service (purchasing them); submitting the same assignment to more than one course without the prior approval of all the lecturers involved.
viii. Offering or giving bribes to the staff or those holding leading positions;
ix. non-payment of financial obligations to the University.
x.   Unauthorized appropriation of the facilities within the University.

SUMMARY AND LEARNING OUTCOMES: *(The summary is an abstract that presents the general idea of the course. Course objectives are the goals that the course aims to achieve and they are divided into knowledge, skills and competencies that the student is expected to acquire at the end of the course)*

BASIC CONCEPTS: (they *are concepts and basic terms on which the subject is based on*

1.
2. . . .

SUBJECT TOPICS *explanation (about one paragraph) of each topic of the lecture during the relevant weeks, accompanied by the relevant literature (detailed in pages)*

Topic I –

Topic II -. . .

FORM OF KNOWLEDGE CONTROL

ATTENDANCE:

CONTINUOUS CONTROL: *(students' assessment forms are expressed as a percentage of the final grade: level of discussion in seminars, colloquium, midterm exam, course assignment and final exam, etc.)*

LITERATURE *(literature presents the list of the editions that the student should read during the course, divided into)*

a) Compulsory basic literature:

b) Recommended literature:

FINAL REMARKS FROM THE LECTURER OF THE SUBJECT *(space where the lecturer submits opinions, recommendations, remarks, restrictions, reservations related to the development of the subject in question during the academic year, if any, as well as the elements of the Code of Ethics according to item 2.10 of this decision)*

A LESSON PLAN MODEL

UK FAN S. NOLI

REPUBLIC OF ALBANIA

UNIVERSTY "FAN S. NOLI"

SELECT THE FACULTY

A LESSON PLAN ON THE FULL TIME STUDY PROGRAMS
2018-2019

DEPARTMENT OF   SELECT THE DEPARTMENT

SELECT THE STUDY PROGRAM

STRUCTURE IN WEEKS

	YEAR I		YEAR II		YEAR III	
	S.I	S.II	S.I	S.II	S.I	S.II
LECUTRE CLASS (WEEK)	15	15	1 5	15		
PRACTICE			1 5			
EXAM						
DIPLOMA						

WEEKLY WORLOAD

SEMESTER I: LECTURES; SEMINARS/ COURSE ASSIGNMENTS/ PRACTICES IN; LABORATORIES/ EXERCISES

SEMESTER II: LECTURES; COURSE ASSIGNMENTS/; LABORATORIES/ EXERCISES

CREDITS

HOURS IN AUDITORIUM

TOTAL | LECTURE | SEMINAR | LABORATORY/EXERCISES | COURSE ASSIGNMENT / PROJECT | PRACTICE IN AUDITORIUM | CLINICAL PRACTICE | INDIVIDUAL STUDY

TOTAL HOURS | ACADEMIC DUTY

NR.	CHARACTER OF DISCIPLINE	SUBJECT	SUBJECT MODULES	CODE	YEAR
					FIRST YEAR
					TOTAL
					SECOND YEAR
					TOTAL
					THIRD YEAR
					TOTAL
					ALL YEARS IN TOTAL

HEAD OF DEPARTMENT

DEAN

RECTOR

ELEMENTS OF STUDY PROGRAMS

Table 1

Category	Educational component	First cycle (Level 6 of AKF)	Second cycle (Level7 of AKF)			Third cycle (Level-8 of AKF)	
		Bachelor	Professional master	Master of Science / Master of Arts	Master of Science (integrated)	Executive Master	PhD
A	GENERAL SUBJECTS – methodological training and general culture	15-20% (credits)	5-10% (credits)	5-10% (credits)	15-20% (credits)	5-10% (credits)	Academic obligations during the first year of studies
B	SPECIFIC SUBJECTS – preparation for scientific discipline	50-55% (credits)	30-40% (credits)	50-60% (credits)	45-55% (credits)	50-60% (credits)	Academic obligations during the first year of studies
C	INTERDISCIPLINA RY / INTEGRATING SUBJECTS - subdisciplines, profiles and elective subject group	12-15% (credits)	20-30% (credits)	12-20% (credits)	12-15% (credits)	12-15% (credits)	
D	SUPPLEMENTARY SUBJECTS- foreign languages, computer knowledge, professional practices	10-15% (credits)	10% (credits)	10% (credits)	6-8% (credits)		
E	FINAL OBLIGATIONS	3-5% (credits)	10-20% (credits)	10-15% (credits)	3-5% (credits)	18-20% (credits)	Academic obligations throughout the period of studies

Note. The total percentage of the subjects of categories A and B should not be less than 70% regarding "Bachelor" and "Master of Integrated Sciences" programs, and not less than 60% regarding "Master of Science" programs Regarding the "Master of Arts", this report is defined according to the specifics of the study program itself. Considering the "Executive Master" programs, the subjects of Category B must have a strong character and practical orientation in order to further advance the professionalism of students. To meet this objective, the subjects can be provided in collaboration with industry and the professional world and in any case they must be at least 50% internship / out of the auditorium.

Doctoral programs in Category A include subjects of structuring the advanced scientific-research, quantitative and qualitative methods of data processing, scientific-research ethics, and the scientific writings and doctoral dissertations.

Category B includes the advanced subjects of theoretical debates, research approaches, interdisciplinary collaborations, and recent developments of the scientific discipline of the PhD candidate. Academic obligations during the first year of doctoral studies should not be less than 30 ECTS.

Table 1.1

Category	Type of the educational component	Programs of a professional character (level 5 of KSHK) 60 - 120 credits
A	GENERAL SUBJECTS- methodological preparation and general culture	10 - 15% (credits)
B	SPECIFIC SUBJECTS – preparation on the discipline that characterizes the study program, practical courses	45 - 55% (credits)
C	INTERDISCIPLINARY/INTEGRATING SUBJECTS – sub disciplines, profiles and elective subject group	5 - 15% (credits)
D	SUPPLEMENTARY SUBJECTS- foreign languages, computer knowledge, professional practices	10 - 15% (credits)
E	FINAL OBLIGATIONS	3 - 5% (credits)

*It should be maintained a balanced ratio between theoretical and practical training modules / activities (50/50). About 25% of the program is dedicated to practical training / concrete work on the profession

COURSE GROUP
The course group of the professional study programs, the first and second cycle of study programs (including the integrated study programs) should be organized up to a maximum number of students, as it follows:

Nr. of students /	Nr. of students /	Nr. of students / laboratory	Nr. of students / lecture	Nr. of students / lecture
Natural Sciences	25	20	20	6 seminar groups
Engineering and Technology	25	20	20	6 seminar groups
Medical Science and Health	25	20	20	6 seminar groups
Agricultural and Veterinary Sciences	25	20	20	6 seminar groups
Social Science	35	25	25	6 seminar groups
Human Science and Arts	35	25	25	6 seminar groups

The course group on the third cycle study programs (including the integrated study programs) should be organized up to a maximum number of students, as it follows:

Field of study	Nr. of students / seminar	Nr. of students / laboratory	Nr. of students / lecture
Natural sciences	20	15	3 seminar groups
Engineering and Technology	20	15	3 seminar groups
Medical Science and Health	20	15	3 seminar groups
Agricultural and Veterinary Sciences	20	15	3 seminar groups
Social Science	25	20	3 seminar groups
Human Science and Arts	25	20	3 seminar groups

Field of study	Nr. of students / Individual subject in sports	Nr. of students / Individual subject in sports Nr. of students / theoretical seminar	Nr. of students / lecture	Nr. of students / laboratory	Nr. of students / laboratory (in gym

SPORTS	Not more than 18	20 – 30	2–6 seminar groups	20 – 30	not more than 18

APPENDIX 3 FORM MODEL OF THE ACADEMIC STAFF PERFORMANCE

UNIVERSITY "FAN S. NOLI", KORÇË
REPUBLIKA E SHQIPËRISË
DEPARTAMENT...

ACADEMIC STAFF PERFORMANCE EVALUATION FORM

Institutions (Departments / Faculties / Rectorates):	
Name and Surname of the employee:	
Work position:	
Type of contract:	
Department/Research and Educational Center	
Name and Surname of the Evaluator: (The evaluator is the direct superior of the employee)	
Date of the evaluation	
The period evaluated in this report:	
Evaluation:	◯ *6 – Months* ◯ *Annual* ◯ *Other_____*

* Instruction:
This form will be used to evaluate the performance of the academic staff for the periods required by the head of the basic unit. This form includes 5 evaluation fields and in cases where a field is not related to the employee's activity it should be marked "not applicable. Comments and suggestions on the performance improvement should be marked in each field.

FIELD 1	**Teaching process:**

FIELD 1	*Teaching process*:
	1. Timely submission and approved format to the relevant department for approval (Syllabus) course syllabus, literature used, as well as a recommended literature for students in the course

☐ Unsatisfying level	☐ Satisfying level	☐ Beyond expectations

2- Performance of lectures, seminars, exercises, laboratories, educational and professional practices in accordance with the approved study programs.

☐ Unsatisfying level	☐ Satisfying level	☐ Beyond expectations

3- Observance the teaching process schedule and the exams calendar

☐ Unsatisfying level	☐ Satisfying level	☐ Beyond expectations

4- Instruction on the performance of the course assignments, projects and diploma thesis

☐ Unsatisfying level	☐ Satisfying level	☐ Beyond expectations

Unsatisfying level	Satisfying level	Beyond expectations
☐ I am not satisfied with the performance of the employee in this field. Examples of the unsatisfactory behaviors and suggestions for next year are listed below.	- I am satisfied with the performance of the employee in this field. Examples of behaviors that I would like the employee to show, in the following year and further suggestions are listed below.	☐ I think the employee has a higher performance than it is expected of him in this field. Examples of these behaviors and suggestions for the following year are listed below.

COMMENTS

FUSHA 2	**B. Scientific Research:**
	1. Editions and the published Articles.

☐ Unsatisfying level	☐ Satisfying level	☐ Beyond expectations

2. Unpublished articles or working papers / in process

☐ Unsatisfying level	☐ Satisfying level	☐ Beyond expectations

3. Active participation in scientific activities (seminars, conferences, congresses, workshops, etc.) programmed and organized by the institution.

☐ Unsatisfying level	☐ Satisfying level	☐ Beyond expectations

Unsatisfying level	Satisfying level	Beyond expectations
☐ I am not satisfied with the performance of the employee in this field. Examples of the unsatisfactory behaviors and suggestions for next year are listed below.	- I am satisfied with the performance of the employee in this field. Examples of behaviors that I would like the employee to show, in the following year and further suggestions are listed below.	☐ I think the employee has a higher performance than it is expected of him in this field. Examples of these behaviors and suggestions for the following year are listed below.

COMMENTS

FIELD 3	Service / Administration:
	1. **Written submissions to the UNIKO Secretary regarding the student services submission of exams' records or other documents.**

☐ Unsatisfying level	☐ Satisfying level	☐ Beyond expectations

2. Observance of the confidentiality in relation to the acts of the institution, as well as any other material about which you have received any information.

☐ Unsatisfying level	☐ Satisfying level	☐ Beyond expectations

3. Knowledge and strict implementation of UNIKO regulation and other regulatory acts

☐ Unsatisfying level	☐ Satisfying level	☐ Beyond expectations

4. Effective use of working time in accordance with the approved job description, in teaching, in research and creation activities, in supporting activities for the institution, concretely presented in the agreement and norms drafted according to the instruction models

☐ Unsatisfying level	☐ Satisfying level	☐ Beyond expectations

Unsatisfying level	Satisfying level	Beyond expectations
☐ I am not satisfied with the performance of the employee in this field. Examples of the unsatisfactory behaviors and suggestions for next year are listed below.	- I am satisfied with the performance of the employee in this field. Examples of behaviors that I would like the employees to show, in the following year and further suggestions are listed below.	☐ I think the employee has a higher performance than it is expected of him in this field. Examples of these behaviors and suggestions for the following year are listed below.

COMMENTS

FIELD 4	Institution support:
	1. **He/she has performed, on time, the duties set by the department in supporting his work**

☐ Unsatisfying level	☐ Satisfying level	☐ Beyond expectations

2. He/she has participated in seminars and promotional activities.

☐ Unsatisfying level	☐ Satisfying level	☐ Beyond expectations

3. He/she has performed the duties in the commissions of the department

☐ Unsatisfying level	☐ Satisfying level	☐ Beyond expectations

Unsatisfying level	Satisfying level	Beyond expectations
☐ I am not satisfied with the performance of the employee in this field. Examples of the unsatisfactory behaviors and suggestions for next year are listed below.	- I am satisfied with the performance of the employee in this field. Examples of behaviors that I would like the employee to show, in the following year and further suggestions are listed below.	☐ I think the employee has a higher performance than it is expected of him in this field. Examples of these behaviors and suggestions for the following year are listed below.

COMMENTS

FIELD 5	*Evaluation of the teaching process by students:*
	1. He/she has given, on time, the explanations about the course, course syllabus and the students' obligations
	☐ Unsatisfying level ☐ Satisfying level ☐ Beyond expectations
	5. Course explanation, the literature used.
	☐ Unsatisfying level ☐ Satisfying level ☐ Beyond expectations
	6. Organization of the exam, exam thesis, thesis evaluation.
	☐ Unsatisfying level ☐ Satisfying level ☐ Beyond expectations
	7. Communication between the lecturer and students. Integrity of the lecturer.
	☐ Unsatisfying level ☐ Satisfying level ☐ Beyond expectations

Unsatisfying level	Satisfying level	Beyond expectations
☐ I am not satisfied with the performance of the employee in this field. Examples of the unsatisfactory behaviors and suggestions for next year are listed below.	- I am satisfied with the performance of the employee in this field. Examples of behaviors that I would like the employee to show, in the following year and further suggestions are listed below.	☐ I think the employee has a higher performance than it is expected of him in this field. Examples of these behaviors and suggestions for the following year are listed below.

COMMENTS

Objectives and goals

Has the employee achieved the objectives and goals set at the beginning of the year or during the performance period?

Yes: ☐   No: ☐

Evaluator:_____Date: _____
Supervisor:_____Date: _____

Employee signature:_____Date: _____

"*I have been given a copy of this Performance Evaluation Form and I have been informed that a copy will be placed in my personal file at the relevant Department.*"

SWOT ANALYSIS

Potential internal strengths	Potential internal weaknesses

Potential external opportunities	Potential external risks

APPENDIX 5. QUESTIONNAIRE MODELS

TYPE OF QUESTIONNAIRE	LINK
Questionnaire for employers	https://docs.google.com/forms/d/e/1FAIpQLScEvZGPEO3ebSYz90IJpeh vyNMJtY-9XJnjLO0yOrgDUW5OrQ/viewform?usp=sf_link
Questionnaire Alumni	https://docs.google.com/forms/d/e/1FAIpQLSeO6RgOwwQi-y2jOJiLAYtE2c8HdQ2tyGwP4csNDR7cxoCPgA/viewform?usp=sf_link
Questionnaire for students after the exam season	https://docs.google.com/forms/d/e/1FAIpQLSdekCffByQ1DFRf86jpnVL KdAKAij8w-g_hRAAMOifiK0U6MQ/viewform?usp=sf_link
Employer file	https://docs.google.com/forms/d/e/1FAIpQLSfyspTAkKbGR73sCHHmK WOQGuOgYAp3dkN8kRGLrO-XuTkwwg/viewform?usp=sf_link
Jobseeker file	https://docs.google.com/forms/d/e/1FAIpQLScaIM5hG2vtziApEAcHTh9 PRLIptrBc7Km8evWr2_9xAmk00Q/viewform?usp=sf_link

* Questionnaires of all forms are constantly updated by the IQAU depending on issues for evaluation.

APPENDIX 6. HEI STANDARDS

A. The standard of the full-time academic staff report, according to the main fields of study, is given below:

Field of study	Academic staff	Students
Natural Sciences	1	45
Engineering and technology	1	35
Medical science and health	1	35
Agricultural and veterinary sciences	1	45
Social sciences	1	45
Human sciences and arts	1	45

1. A. The minimal facilities necessary for the opening of higher education institutions, according to the nature of the study programs that will be provided, are listed as follows:
2. 1. Teaching auditors;
3. 2. Facilities for laboratories and medical clinical practices;
4. 3. Facilities for the academic staff;
5. 4. Facilities for the administrative staff;
6. 5. Facilities for the library, senate, audiovisual halls, computers, etc. .;
7. Technical facilities (serving in function of the building such as boilers, generator motor, water tanks and electric pumps, warehouses, electric cabins, etc.) yard and green areas.

B. The norm of the usable area, divided according to the fields of study, regarding the facilities that will be provide by the institutions of higher education, is given as follows:

Field of study	Surface in m2 for students
Natural Sciences	2.5 m^2
Engineering and technology	5 m^2
Medical science and health	5 m^2
Agricultural and veterinary sciences	2.5 m^2
Social Sciences	2.5 m^2
Human sciences and arts	2.5 m^2

B. The number of students, according to academic activities, should not be greater than:

Field of study	Number of Students/ Seminar	Number of Students/ Laboratory	Number of Students/ Practice	Number of Students/ Lecture
Natural Sciences	35	25	25	6 seminar groups
Engineering and technology	25	20	20	6 seminar groups
Medical science and health	25	20	20	6 seminar groups
Agricultural and veterinary sciences	35	25	25	6 seminar groups
Social Sciences	35	25	25	6 seminar groups
Human sciences and arts	35	25	25	6 seminar groups

FORM MODELS OF THE ACADEMIC STAFF WORKLOAD

FORM TYPE 1 PLAN OF THE TEACHING WORKLOAD

UNIVERSITETI "FAN S. NOLI", KORÇË
FAKULTETI "_____"
Dep. "_____"
TAB. 1

PLANI I NGARKESËS MËSIMORE_

Nr.	Pedagogu/Gr. Shkencore/Titulli Akademik	Lënda/Moduli/et			Cikli Stud.&	Prog./ Kursi	Sem. kur zhv.	Nr. stud. të Kursit	Nr. Gr. Mësim.	Rap. Orëve	Orë Mësimore		Totali (Orë)	Norma/ Udhëz. 29	Mbingark. Orë suplementare në	Orë suplementare në auditor të
											Sem I	Sem II				
1	2		3		4	5	6	7	8	9	10	11	12(10+11)	13	14 (12-13)	15 (12-13)
I					Veprimtari Brenda Auditorit											
1		1. Lënda	Moduli													
		2. Lenda	Moduli													
	Zv.Rektor															
			TOTALI 1								0	0	0		0	0
II					Veprimtari Mësimore Jashtë Auditorit (Orë suplementare të pagueshme)											
											Sem I	Sem II	Totali (Orë)		Orë suplementare jashtë auditorit	Orë suplementare jashtë auditorit të pagueshme
1	12.c. Udhëheqje tema/teza Dipl.(Ci, II, III)															
2	12.ç. Udhëheqje teze doktorate															
3	12.e Drejtim Praktika Mësimore/Profesionale															
4	12.gj Piesëmarrje në Juri Doktorate															
	i. Kryetar Jurie															
	ii. Anëtar Jurie															
5	12.g Oponencë në Juri doktorate															
			TOTALI 2								0	0	0		0	0
			TOTALI 1+2								0	0	0		0	0

Shënim:

Plani Ngarkesës Mës. përgatitet nga përgj. dep. së bashku me ped. përkatës për të gjitha kërkesat (pika 1 deri ne 14).
Plani Ngarkesës Mësimore buron nga detyrimet e parashikuara në planin mësimor për pedagogun përkatës.
Plani Ngarkesës Mësimore është dokument zyrtar dhe ligjor dhe si i tillë i detyrueshem për zbatim.
Totali i orëve suplementare në auditor nuk duhet të jetë > 200 orë mbi normën e pedagogut (udhëz. Nr.29 datë 10.09.2018 i MASR)

Elementët e vepr. jashtë auditorit të pagueshme, në ndihmë të procesit mësimor njëhsohen si më poshtë:
12.c. Udhëh. tema/teza doktorate.I C I, II, III)=10/20/30 orë/dipl.
12.ç. Udhëheqje teze doktorate: 80 orë/vit
12.e. Drejtim Praktika Mës/Profesionale: për 1 ditë pune 5orë
12.gj. Piesëmarrje në Juri Doktorate:
    i.Kryetar Jurie: 15 orë
    ii.Anëtar Jurie: 10 orë
12.g. Oponencë në Juri doktorate: 25 orë/oponencë

Pedagogu

Përgj. Departamentit

FAKULTETI ....

DEPARTAMENTI I ....

TAB. 5   Pedagogu _____

DOKUMENTI PËR ORGANIZIMIN E KOHËS VJETORE TË PUNËS

Tabela 1. Mësimdhënia e normuar vjetore

(Elementet e mësimdh. së normuar të kësaj tabele konvertohen në orë sipas përcaktimeve të Udhezimit të MASR nr. 29, dt.10/09/2018)

Nr.	Emërtimi i Modulit (Cikli i Studimeve)	Nr. Kred.	Sem.	Elemente të mësimdh. në auditor gjate vitit	Orë fizike/	Koef. Konvert	Shuma Orë
1	2			3	5	6	7(5*6)
1	**Program Profesional**						
	Emër Lënde 1		1	Leksion/Sem/Usht/Lab	120	1	120
							0
							0
							0
2	**Bachelor**						0
	Emër Lënde 1		1	Leksion/Sem/Usht/Lab	120	1	120
	Emër Lënde 2		2	Leksion/Sem/Usht/Lab	60	1	60
							0
3	**Master Profesional**						0
	Emër Lënde 1		1	Leksion/Sem/Usht/Lab		1	0
	Emër Lënde 2		1	Leksion/Sem/Usht/Lab		1	0
							0
4	**Master Shkencor**						0
	Emër Lënde 1		1	Leksion/Sem/Usht/Lab		1	0
	Emër Lënde 2		1	Leksion/Sem/Usht/Lab		1	0
5	**Master (Mësues...)**						
	Emër Lënde 1		1	Leksion/Sem/Usht/Lab	120	1	120
	Emër Lënde 2		1	Leksion/Sem/Usht/Lab		1	0
	orë gjithsej						**300**

Tabela 2. Elementet e veprimtarive jashtë auditorit në ndihmë të procesit të mësidhënies

Nr.	Përshkrimi i veprimtarisë	Koef. konvertimit	Nr/njësi	Shuma orë
1	2	3	4	5(3*4)
1	Përgatitje individuale	10 orë/ leks.për herë të parë		10
		3 orë/ leks. në vazhdimësi		0
		1 orë/ seminar, ushtrime		0
2	Provime	0.4 orë/ student		20
3	Mbrojtje teze diplome	0.5 orë/ student		0
4	Kontrolle të pjesshme të prog. të dijeve	0.25 orë/ student		0
5	Udhëheqje teze diplome Bachelor	10 orë/ diplome		0
6	Udhëheqje teze diplome MP dhe MSH	20 orë/ diplome		0
7	Udhëheqje teze diplome M. Ekzekutiv	30 orë/ diplome		0
8	Udhëheqje teze doktorate	80 orë/ vit		0
9	Mbikqyrje Detyra kursi	0.3 orë/ detyre		0
10	Mbikqyrje e projekteve të kursit	1 orë/ projekt		0
11	Recencë teze diplome Cikli I	5 orë/ recence		0
12	Recencë teze diplome Cikli II	10 orë/ recence		0
13	Recencë teze diplome Cikli III	15 orë/ recence		0
14	Oponencë teze doktorate	25 orë/ oponence		0
15	Pjesëmarrje në juri doktorate: Kryetar	15 orë		0
16	Pjesëmarrje në juri doktorate: Anëtar	10 orë		0
17	Konsultime të programuara	deri në 30 orë në vit		
18	Ndjekje/Drejtim prakt.profesionale/mësimor	5 orë/ ditë		0
19	Kolokium	0.15 orë/student		0
	Total			**30**
	Orë gjithsej			**330**

	Tabela 3. Veprimtari kërkimore			
Nr.	Pershkrimi i veprimtarise	Nr	orë per:	Shuma orë
1	*2*	*3*	*4*	*5(3*4)*
1	Koordinim projekte kërkimore		deri në 200 orë	0
2	Koordinim projekte kërk kombëtare		*100 orë*	0
3	Pjesëmarrje në projekte kerkimorë		*60 orë*	0
4	Kongr., Konf. etj komb.(me kumtesë)		*20 orë*	0
5	Kongr. Konf. etj ndërkomb.(me kumtesë)		*30 orë*	0
6	Botim Tekstesh të reja		2 orë/faqe	0
7	Monografi brenda vendit		3 orë/faqja	0
8	Monografi jashtë vendit		5 orë/faqja	30
9	Artikuj shkencorë brenda vendit		40 orë	0
10	Artikuj shkencorë jashtë vendit		50 orë	0
11	Artikuj shkencorë (me faktor impakti Scop. Reut.)		100 orë	100
	Total			130
	Totali i orëve			**460**

	Tabela 4. Veprimtari mbështetëse për institucionin		
Nr.	Pershkrimi i veprimtarise	funksion:	orë gjithsej
1	*2*	*3*	*4*
1	Rektor	120	
2	Zv. Rektor	110	
3	Dekan	100	
4	Zv.Dekan	70	
5	Përgjegjës departamenti	80	
6	Përgjegjës grupi mësimor/kërkimor	50	
7	Gr.për menaxhimin e veprim. mësimore/kërkimore në departament	40	40
8	Gr.i sig. të cilësisë në fakultet	40	
9	Pjesëmarrje në komisione *adhoc*	20	
	Total		40
	Totali i orëve për veprimtari mbështetëse		**500**

Shënim: Mësimdhënie e normuar vjetore, Veprimtari për mbeshtetjen dhe përgatitjen e procesit të mësimdhënies, veprimtari për kërkimin si edhe kontribut institucional duhet të zenë të paktën 1536 orë.

PËRMBLEDHËSE

Semestri i Parë		
Nr.	Përshkrimi i veprimtarisë	orë
1	*2*	*3*
1	Mësimdhënie e normuar në auditor	150
2	Elementet e veprimtarive jashtë auditorit në ndihmë të procesit të mësidhënies	0
3	Veprimtari për kërkim	0
4	Veprimtari mbështetëse për institucionin	0
	TOTALI ORËVE (SEM. PARË)	**150**

Semestri i Dytë		
Nr.	Përshkrimi i veprimtarisë	orë
1	*2*	*3*
1	Mësimdhënie e normuar në auditor	0
2	Elementet e veprimtarive jashtë auditorit në ndihmë të procesit të mësidhënies	100
3	Veprimtari për kërkim	0
4	Veprimtari mbështetëse për institucionin	0
	TOTALI ORËVE (SEM. DYTË)	**100**
	TOTALI ORËVE PËR VITIN AKADEMIK	**250**

Pedagogu   Përgj. Departameti

(_____)   (_____)

Dekani

(_____)

UNIVERSITETI "FAN S. NOLI", KORÇË

FAKULTETI I ....

DEP. I ....

TAB. 3

TABELË PËRMBLEDHËSE E REALIZIMIT TE NGARKESËS MËSIMORE PËR VITIN AKADEMIK 2018-2019

Për ciklin e studimeve Prog. Prof, Bachelor, Msc & MP

Nr.	Lënda	Elem. bazë PP, Fakt)			Elem. bazë Bachelor, Fakt) I			Elem. bazë (MP/MSC, Fakt) II			Nga këto realizuar					
		Leksione	Sem.,ushtr., lab.	TOTALI I	Leksione	Sem.,ushtr., lab.	TOTALI II	Leksione	Sem.,ushtr., lab.	TOTALI III	SEMESTRI I FAKT	SEMESTRI II FAKT	TOTALI I+II+III	NORMA	MBINGARKESA (Orë Suplementare Akademike)	Orë Suplementare Akademike te pagueshme
1	Emer Modul 1			0			0			0	0		0			
2	Emer Modul 2			0			0			0			0			
2	Emer Modul 3			0			0			0			0			
	Totali I	0	0	0	0	0	0	0	0	0	0	0	0		0	0

Shënim: Bazuar në udhëzimin nr.29 datë 10.09.2018 të MASR (i ndryshuar), ngarkesa mësimore vjetore për personelin akademik me kohë të plotë në auditor është si më poshtë

Për personelin akademik me kohë të plotë:

a. Kategoria Profesor: 140 orë në auditor   b. Kategoria Lektor: 165 orë në auditor   c. Kategoria Asistent- Lektor: 195 orë në auditor

Për personelin akademik me kohë të pjesshme:

120 orë në auditor

Pedagogu   Përgjegjësi i Departamentit

(_____)   (_____)

UNIVERSITETI "FAN S. NOLI", KORÇË

FAKULTETI " _____ "

Dep. " _____ "

FORMULARI I REALIZIMIT TË NGARKESËS MËSIMORE JASHTË AUDITORIT 2018-2019

TAB. 4

II	Veprimtari Mësimore Jashtë Auditorit (Orë suplementare të pagueshme)						Orë suplementare jashtë auditorit	Orë suplementare jashtë auditorit të pagueshme
			Sem I	Sem II	Totali (Orë)			
1	Udhëheqje tema/teza Dipl.(CI, II)				0			
2	Udhëheqje teze doktorate				0			
3	Drejtim Praktika Mësimore/Profesionale				0			
4	Pjesëmarrje në Juri Doktorate				0			
	i. Kryetar Jurie				0			
	ii. Anëtar Jurie				0			
	Oponencë në Juri doktorate		0	0	0			
5	Koordinim projektesh ndërkombëtare		0	0	0			
	GJITHSEJ		0	0	0		0	0

Elementët e veprimtarisë jashtë auditorit të pagueshme, në ndihmë të procesit mësimor njehsohen si më poshtë:
Udhëheqje tema/teza Diplome (C I, II)=10/20 orë/diplomë
Udhëheqje teze doktorate: 80 orë/vit
Drejtim Praktika Mës/Profesionale: për 1 ditë pune 5orë
1 orë ushtrime praktike (lëndët sportive) = 0.8 orë.
1 orë praktike klinike = 0.5 orë
Pjesëmarrje në Juri Doktorate:
i.Kryetar Jurie: 15 orë
ii.Anëtar Jurie: 10 orë
Oponencë në juri doktorate: 25 orë/oponencë
*SHËNIME:
Lidhur me udhëheqjen e temave të diplomave do t'i bashkëngjitet formularit të ngarkesës tabela tip 1.
Lidhur me udhëheqjen e praktikave mësimore/profesionale do t'i bashkëngjitet formularit të ngarkesës tabela tip 2
Lidhur me pikën 4 do t'i bashkëngjitet vendimi për ngritjen e komisionit
Lidhur me udhëheqjet, oponencat dhe pjesëmarrjet në juri doktorate, vlejnë vetëm për studentët e UNIKO
Për koordinimin e projekteve do t'i bashkëngjitet formularit përgjigja për vlerësimin e projektit të aplikuar

Pedagogu   Përgj. Departamentit

_____   _____

REPUBLIKA E SHQIPËRISË
UNIVERSITY "FAN S. NOLI", KORÇË
FACULTY ....
DEPARTMENT ....

SUMMARY TABLE
LIST OF THE DIPLOMA THESIS DEFENDED IN THE ACADEMIC YEAR....

TOPIC	STUIDY PROGRAM	DATE OF DIPLOMA THESIS DEFENSE	DATE OF THE DECISION OF THE DEPARTMENT FOR APPROVAL	STUDENT/S NAME/ SURNAME	TUTOR

HEAD OF DEPARTMENT

DEAN

REPUBLIKA E SHQIPËRISË

UNIVERSITY"FAN S. NOLI", KORÇË
FACULTY...........
DEPARTMENT...............

SUMMARY TABLE
PROFESSIONAL / EDUCATIONAL PRACTICE PROGRAM

TOPIC	STUDY PROGRAM	SUBJECT/ SUBJCTS	OBJECTIVE	LECTURER OF THE SUBJECT	LOCATION	DATE	TIME	SEMESTER
Number of hours								

Head of department

DEAN

UNIVERSITY "FAN S. NOLI", KORÇË
FACULTY...........
DEPARTMENT ....

PROFESSIONAL / EDUCATIONAL PRACTICE PROGRAM

Study program:
Subject/Subjects:

Topic	Objective	Location	Date	Time	Semester
Number of hours					

Lecturer of the subject   **Head of department**