



# ENCHASE

**“ENHANCING ALBANIAN SYSTEM OF  
QUALITY ASSURANCE IN HIGHER  
EDUCATION: APPLICATION OF THE  
PROCESS AND OUTCOME BASED  
METHODOLOGY”**

01/12/2013 - 30/11/2016



# ENCHASE



*The project aims at enhancing the Albanian HEQA system through strengthening a national QA framework and embedding a systemic approach to external and internal QA in line with the ESGs.*

Specific objectives:

- To develop a national framework of quality assurance;
- To build on the capacity of the relevant actors in HEIs, PAAHE and MoES to manage a process- and outcome-based approach to quality Assurance and self-assessment processes;
- To enhance the external and internal quality assurance based on the process and outcome- based approach;
- To promote student and academic staff involvement in university self-assessment;
- To promote an active dialogue between the stakeholders bringing in shared values on which to build the QA system.



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WP. Number	Type of WP.	Title of the WP
WP.1	Development	ESG aligned national QA framework
WP.2	Exploitation	Staff capacity enhancement
WP.3	Development	Student involvement
WP.4	Development	Development and integration of a process- and outcome-based approach to QA
WP.5	Exploitation	Pilot of the developed EQA and IQA systems
WP.6	Development	Dissemination
WP.7	Quality plan	Quality Control and Monitoring
WP.8	Exploitation	Sustainability
WP.9	Management	Management



# ENCHASE PARTNERS



1. **University of Koblenz – Landau**; Germany-Main Coordinator;
2. **Quality Assurance Netherlands Universities-** Netherlands;
3. **Center of European Studies and Initiatives** – Italy;
4. **University of Maine** – France;
5. **College of Managerial Informatics and Economics -** VŠMIE- Czech Republic
6. **European University of Tirana** – Albania;
7. **“Fan S. Noli” University** of Korca- Albania;
8. **“Aleksander Moisiu” University** of Durres- Albania;
9. **“Aleksander Moisiu” University** of Elbasan – Albania;
10. **Public Agency of Higher Education Accreditation** – Albania;
11. **Ministry of Education and Sport** - Albania



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## “FAN S. NOLI” UNIVERSITY

UNIKO aims to build the pathway of a process of IQA system, including *the development of policies, procedures, tools and mechanisms* drawing on process- and outcome-based approach to quality assurance.

It will benefit from *the enhancement of its QA Unit, capacity building of its academic staff and students*. It will also *integrate the development mechanisms and tools in the IQA Manual* that it is aiming to restructure through the assisting experience of the Project European Partners.



## WP1 - ESG aligned National Quality Assurance Framework (months 1-16)

This WP aims to set up a framework of the internal and external QA in line with the ESGs *by developing and refining existing documentation on QA*. It also aims at increasing the capacity of the existing structures and human resources at the Albanian Universities and at supplying concrete tools, means and mechanisms of quality assurance and measurement.

This is being implemented due to the cooperation between the Albanian HEIs, PAAHE and MoES on the one side, and the frequent cooperation of the last two with the European universities and other institutions, partners of this project.



# WP1 - ESG aligned National Quality Assurance Framework (months 1-16)

<b>1.1 National Quality Assurance framework</b> .	Setting up a committee with representatives of the PAAHE, MoES, Albanian HEIs and European partners.
<b>1.2 Internal QA framework</b>	The framework is being set up in line with the ESGs and the Albanian policy of the quality assurance.
<b>1.3 Riorganization of the existing IQA framework and documentation.</b>	Review of the actual QA structures and the restructuring of a IQAU Manual/Regulation.



## WP.2 - Staff capacity enhancement (months 7-21)



In order to build a capacity system that is able to work on its own, *it is important to strengthen the capacity of the local implementers rather than importing expertise from more advanced systems.*

Therefore, this WP. envisages *intensive trainings* of the local actors through a training kit that will take into consideration *recent developments of the QA in Albania* in general and *the implementation of the ESGs in the Albanian context*, in particular.

The trained staff is engaged in the development of the IQAU operationalization documents (charter, strategic/ operational plan, job responsibilities).





## WP2 - Staff capacity enhancement (muaji 7-21)



<b>2.1 Training Kit</b>	A training kit is managed and monitored by QANU, CESIE and the EU experts, to build an out-come based IQA system.
<b>2.2 Training relevant actors</b>	IQA structures, human resources, study program sustainability, student involvement, IQA tools and mechanisms. They all aim at improving the existing QA systems in Albanian universities.
<b>2.3 IQAU capacity building</b>	-Equipment and infrastructure; - Rearranging the regulation of the IQA policies, procedures, job description, strategic plan of sustainability.



## WP.1 – WP.2



### ***BENCHMARKING REPORTS – IQA at the Albanian Universities***

- a. Existing Units, documentations and legal framework;
- b. Actual standards of the QA within the national framework of the external quality assessment;
- c. The expectation of each HE Albanian institution from the ENCHASE deliverables; direct contribution on IQA system.



# **BENCHMARKING REPORTS – IQA at the Albanian Universities**



## ***Experiences with the national qualification framework***

1. The foundation of the national qualification framework;
  - Updates the QA criteria;
  - Encourages collaboration between inner and outer HE structures;
  - Unifies teaching and research standards within the University framework (IQAU MANUAL)

***It works as an engine which continuously generates common enterprises that increase the IQA.***

1. The system of the students admission to universities avoids fair quality assurance with two Key Performance indicators:
  - The quality and the number of the students at the entrance;
  - The quality and the number of the graduated students.
2. The involvement of the academic staff and students representatives in the writing of the annual self-assessment reports;
  - Contribution of the academic staff in compiling the SWOT analysis of their faculties;
  - The introduction of the teaching portfolio

WP.1 – WP.2



# ***BENCHMARKING REPORTS – IQA at the Albanian Universities***



## ***Experiences with the national qualification framework***

HOW TO.....?

... increase communication with the graduated students in terms of employment statistics, since there is too much informality in the Albanian job market system that prevents fair measurement of the quality study program?

.... encourage quality assurance standards on the research work of the academic staff and how to measure the extend in which this work is applied and supplies the teaching and learning curricula of the study programs?



# ***BENCHMARKING REPORTS – IQA at the Albanian Universities***



## ***ESGs compliance with the national qualification framework***

European Standard Guideline 1.2- Approval, Monitoring and Periodical Review of the Study Programs –Questionnaire Analysis

1. Larger autonomy for the universities at the admission phase;
2. Need for the new developments strategy of the MoES to encourage the application of the professional or vocational programs (regional resources);
3. Formalization of the job market;
4. International expertize offered in e-learning, distance learning and lifelong learning structures;
5. Greater contribution of the PAAHE expertize and training in designing the draft-applications for a program or in the periodic review of a study program.



WP.1 – WP.2



## ***BENCHMARKING REPORTS – IQA at the Albanian Universities***

### ***IQA Unit responsibilities and function***

- 1. Elements of the IQA system already in place or in need of reformation; review of the legal space in terms of the actual sustainability level of the ESGs in the Albanian context;**
- 2. Functions and responsibilities of the Unit and supporting documentation- a coordinating structure for the IQA assurance (including the IT management, human resources, student career, the job market, academic research management, ect).**
- 3. Enriching actual resources of the IQA measurement through tools and mechanisms that fit the Albanian context of high education system and legislative issues already in power.**



WP.1 – WP.2



## ***BENCHMARKING REPORTS – IQA at the Albanian Universities***

### ***IQA Unit responsibilities and function***

The Albanian partners are actually working on IQA Unit regulations including:

- The IQA mission and vision;
- The IQA strategy, legal status, organizational structure, policies, financial issues and services;
- The types of staff, respective profiles and job description;



WP.1 – WP.2



# BENCHMARKING REPORTS – IQA at the Albanian Universities

## IQA Unit responsibilities and function

A matrix example of QA aims:

Aims	Operational Goals	<i>What</i> will we do?	<i>Who</i> will do it?	<i>When?</i> (milestones and dates)	What is <i>the cost?</i> (available and necessary ones)	Possible barriers
Aim 1						
Aim 2						





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The Project focuses on an issue of concerns for the actual state of the Albanian HE. Thanks to the experience we have exchanged so far in co-ordination meetings and trainings, it has been possible to earn a new perspective of the IQA culture: that of its not being just an element of providing material to the experts of the external quality assessment. **It is a continuous process that renders all the actors involved, available and reliable stakeholders who carry on particular tasks and jobs, in order to ensure that the University meets the quality standards of the national framework and, possibly, even those of the ESGs.**

***The future activities of this project aim at setting up sustainable and structures that meet the Albanian reality of the HE quality assurance and the changes that are envisaged to occur in its system with the implementation of the new legislative issues of the HE Reform.***



# ENCHASE



- Hoping that its activities will contribute to the better implementation of the IQA in our institutions....

... WE THANK YOU FOR YOUR  
ATTENTION!