



AKADEMIA • ACADEMY
TEMPULLI

TEMPULLI ACADEMY

QUALITY ASSURANCE REGULATION

Purpose of the quality assurance regulation

- This Regulation defines the standards, procedures and methods of quality assurance and quality assessment of work at the Tempulli Academy (hereinafter the Academy).
- This regulation defines the role and responsibility of organizational units in the Academy for the implementation of quality assurance and evaluation activities.
- This regulation defines the mechanisms and processes that align the Academy with ENQA standards for quality assurance and evaluation.

This Regulation defines the insurance and evaluation in the following areas:

- Quality assurance strategy;
- Organizational structures for quality assurance;
- Quality assurance entities;
- Study programs;
- Educational process;
- Educational and scientific-research work;
- Human resources (academic and non-academic staff);
- Students;
- Textbooks, literature, libraries and computer cabinets;
- Environment (educational facilities) and equipment;
- Involvement of students in the process of ensuring and improving the quality of work;
- Alumni (graduates);
- Employers.

1. INTERNAL QUALITY ASSESSMENT

1.1. QUALITY ASSURANCE POLICY

1.1.1 Quality culture

The Academy has built a good culture of assurance through the establishment of quality structures which guarantees the participation of all actors in the quality assurance process. The academy is being developed by the rich and diverse experience of the staff, active communication with stakeholders and teamwork in designing programs, managing them, evaluating and continuously improving them.

1.1.2 Organizational structure for quality assurance

The Academy conducts the quality assurance process at three levels: Institutional level, program level and module level. Responsibility for quality assurance lies with the management which works in accordance with the quality assurance policies and regulations and is supported by the Quality Assurance Office.

The Academic Council approves the regulation on quality assurance and approves the annual reports, special reports and the improvement plan. The Steering Council, based on the recommendations for quality improvement, adapts the budget needs and the development strategy of the Academy. The management undertakes the actions foreseen for the quality assurance procedures and submits the annual reports to the Academic Council. The Program Committee analyzes the evaluation reports of the program, the progress of the teaching process, the passing of students, etc. and meets at least twice a semester.

The Quality Assurance Commission ensures the implementation of international standards and the standards of the Kosovo Accreditation Agency and proposes relevant recommendations to the Academic Council. The Commission approves the academic calendar for quality assurance and instruments for quality assessment. The Commission reports to the Academic Council and also promotes a culture of quality in the Academy.

The quality assurance commission consists of:

- o A academic staff from each study program;
- o A student representative;
- o A representative from the administration;
- o Director of the Academy (ex-officio)

The mandate of the members of the quality assurance commission is related to the mandate of the Academic Council.

Activities of the quality assurance commission

- The Commission works to design, develop and approve quality assurance policies and procedures in accordance with the Academy's statute, international and national standards.
- Approves the quality assurance calendar;
- Approves evaluation instruments.
- Ensures effective and efficient implementation in academic and administrative structures.
- Supports the working team in drafting SERs in accordance with Quality Assurance Standards.

The Quality Assurance Office is responsible for organizing the evaluation process and continuous quality improvement in cooperation with the academic and administrative staff, in order to ensure quality in all

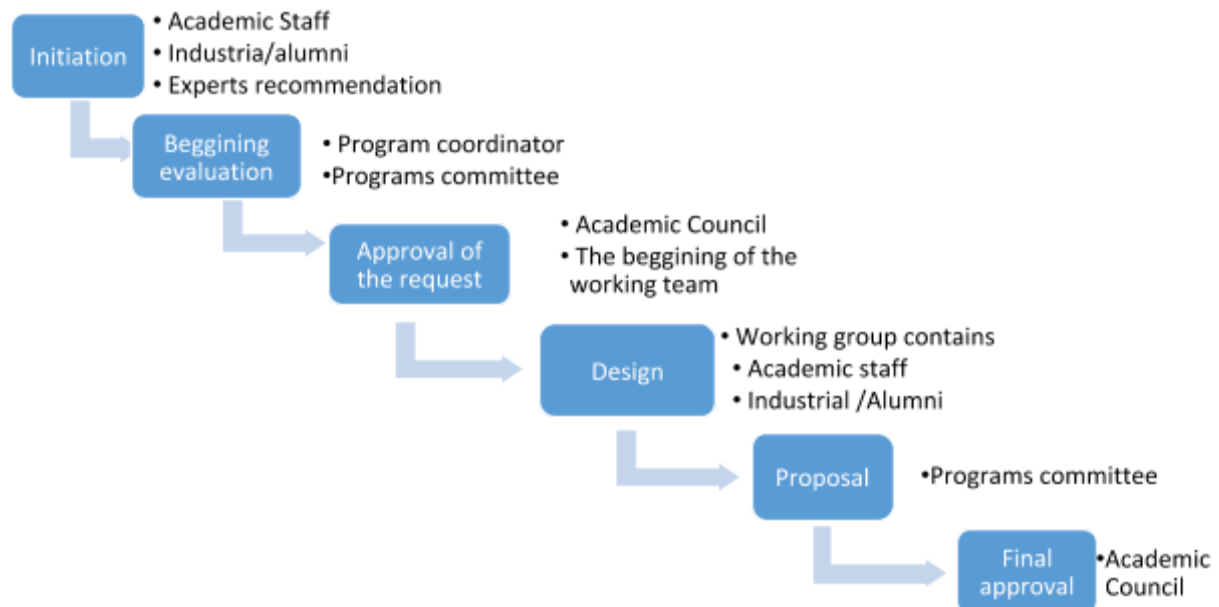
activities of the Academy, in accordance with local and international standards. The Quality Assurance Office is an independent structure headed by the Secretary General of the Academy.

1.2 DESIGN AND APPROVAL OF NEW PROGRAMS

1.2.1. Criteria for approving a study program

The initiation of the process for a new program can come from the Academic Staff, Industry / alumni, expert recommendations, etc., the request from the above mentioned actors is submitted to the Coordinator of the respective program who presents the request to the program committee, after approval of the request by this body, the request is preceded in the Academic Council. If the request is approved by the Academic Council, the program design process continues with the formation of the program design team. The working team, during the design of the program (determining the learning outcomes, the purpose of the program), should consult with academic staff, alumni and businesses so that the new program is in line with market needs. Once the program design process is finalized, the program must be approved by the Academic Council according to the scheme presented below:

Process diagram for new program



Generally, the documents needed to validate a program are as follows:

Basic information

1. Documents justifying the market need for the program;
2. Support from the Academy and other external organizations and evaluations by academic and professional experts.

Resources needed to implement the program

1. Necessary equipment and spaces available, necessary;
2. Necessary e-learning support for the program;
3. New space and equipment needed for the program.

Personnel

1. List of staff, their qualifications and the subjects they will teach (special CVs must be attached);
2. Engagement time;
3. Research, other activities planned for the program;
4. Staff development plan.

Program development

1. Detailed plan for the implementation of the program in time;
2. Expected results of the program in accordance with the qualification framework;
3. Teaching and learning methodology.

Structure and content of the program

1. Presentation before the committee in which the program is offered, the qualifications of the teaching staff, the spaces where the program is organized;
2. Program title, qualification and date of application / approval;
3. Program purpose and expected results;
4. Program scope, duration and structure of the program;
5. Relations with other academic, professional and advisory bodies.

Curriculum, exams and syllabi

1. Curriculum / lecture schedule, teaching methods and course credits;
2. Exam schedule, structure and weight of each exam, rules for passing from year to year, elective courses and other arrangements;
3. Course description.

Course Description / Syllabus

The description of the courses is done by the professor of the respective course, in consultation with the Program Coordinator and the program committee. During the course description, the field of the

program and the skills that should be developed in the student after the completion of the program are taken into account.

In this context, the course syllabus should contain:

1. Course title,
2. The year in which it is offered and the number of loans,
3. Course description,
4. The purpose of the course,
5. Expected results,
6. Teaching methods,
7. Manner of evaluation,
8. literature,
9. Distribution of student workload
10. Relationship between theory and practice
11. Weekly planning of all educational activities, according to the model approved by the Program Committee.

Clear definition of expected course outcomes

When compiling the course syllabus, the professor should answer the question: What will the student be able to know and do after successfully completing the course. By determining the learning outcomes which should be in line with the profile, the professor should determine the most appropriate methods of teaching and assessing students to measure the skills developed by this subject. Also, the professor, in addition to the professional skills for the subject, must also take into account the general skills that can be applied in his subject, e.g. ability to work in a team, ability to solve problems, communicative ability, critical thinking, ability to apply theory in practice, etc. These skills are important because the student, in addition to having to prepare for his profession, he must also be prepared with the general skills that the job market requires.

Syllabus and curriculum approval procedure

Once the syllabus has been compiled by the professor, according to the above criteria, the curriculum and the self-evaluation report for the program go through the approved approval procedures described within this regulation.

In the second year of studies, the quality committee, at the beginning of the academic year, takes into account the students' evaluations for each subject and the reflections by the professors and in cooperation with the professors, proposes eventual changes. In this context, the curricula are continuously evaluated and, if necessary, seminars for continuous staff training are modified and planned.

1.3. QUALITY ASSESSMENT AND IMPROVEMENT PROCESS

Policies and processes are the main pillars of a coherent institutional quality assurance system that form a cycle for continuous quality improvement and contribute to the accountability of the institution. It supports the development of a quality culture in which all internal actors take responsibility for quality and are involved in quality assurance at all levels of the institution. To facilitate this, the regulation has a formal status and is available to the public.

Quality assurance policies are most effective when they reflect the relationship between research, teaching and learning and take into account the national context in which the institution operates, the institutional context and its strategic approach.

Such a policy supports:

☞ Organizing the quality assurance system;

Urat Academic and administrative structures as well as those of institutional leadership, staff and students to take on their responsibilities in quality assurance;

. Academic integrity and freedom

☞ refraining from any form of discrimination against students or staff;

. Involvement of external parties in quality assurance processes.

The processes translate into practice through a variety of internal quality assurance processes that allow the participation of all actors within the Academy. How the policy is implemented, monitored and reviewed is a decision of the Academy.

Quality assurance processes also cover every element of the activity of an institution that is subcontracted by the Academy.

1.3.1 Continuous monitoring and evaluation of programs and their periodic review

Regular monitoring, evaluation and review of study programs aim to ensure that the provision remains appropriate and creates a supportive and effective learning environment for students.

They include the evaluation of:

- Content of the program;
- Changing the needs of society;
- Labor market, advancement and completion of student studies;
- Effectiveness of student assessment procedures;
- Students' expectations, needs and satisfaction with the program;
- Learning environment and support services and their ability according to the goals of the program.

Existing programs can be reviewed at any time when the Academy deems it necessary. The assessment of the need for program review can come from program evaluation reports by students, from evaluation

reports of external factors including alumni and businesses (research which is conducted once every three years). Also the review of existing programs can be done at the initiative of Academic Staff, Students, Employers, Alumni, etc. The request for review of the program is initially reviewed by the program committee, and after the ratification of this request by this body, the proposal is sent for approval to the Academic Council. After the approval of the request for program review by the Academic Council, the process of drafting and approving the program is the same as the new program which is described in this regulation.

Scheme of program review before the deadline for re-accreditation:



1.3.2 Introducing new modules and modifying existing modules

In the process of change to improve quality, the Academy has the right to add and change electives without having to go through the accreditation process. In order to improve the quality, change the existing modules or even the inclusion of new elective modules as a result of the evaluation recommendations, or the request of students, academic staff, businesses, the Academy applies the following procedures:

1. Proposals for a course may come from the initiative of students, academic staff, the business community, management decision or the recommendation of an external evaluator.
2. The proposal must include the syllabus, the value of the loans, the year in which it is offered, the preconditions for attending the module and the impacts on the current curriculum.
3. The request for the new elective course is sent to the Coordinator of the respective program, if the proposed module is in line with the program.

4. Proposals are submitted to the Quality Assurance Committee, which makes recommendations regarding the new module, and the proposal is sent for approval to the Program Committee and the Academic Council.

5. The Academy has the obligation to inform the KAA regarding the provision of a new elective subject in the relevant program.

1.3.3 Involvement of students in the process of monitoring and quality assurance

Students are involved in the quality assurance assessment process. The cooperation between the Academy and the students is done through its Student Parliament. Students have their representatives in the Governing Council of the Academy, the Academic Council, the Program Committees as well as in the Quality Assurance Commission. All Academy students are directly involved in assessing the quality assurance of the Academy processes through student questionnaires.

Student ratings

In all study programs offered by the Academy, they are evaluated by the students, also the students make the regular evaluation of the teachers, the teaching process and the subject through the student questionnaires (once in a semester).

Students do the assessment in the following areas:

Course Assessment Questionnaire, teachers and the teaching process;

Study Program Evaluation Questionnaire;

Ratings are anonymous and completed electronically. Electronic evaluation increases the efficiency of data collection and facilitates the analysis of data collected through questionnaires.

The analyzes of all evaluations are processed and reports are drafted which are submitted to the Coordinator of the respective program, the secretary and the senior management of the Academy. Reports should be published by the Academy and be accessible to all students and staff of the Academy.

Through the Student Assessment Questionnaire for the subject, the teaching process and the teacher, the students' opinion is identified, for each teacher and for each subject offered in the program. This process is performed after all the lectures have been completed and before the exam period. The questionnaire is completed electronically by students, then data processing is done by the quality assurance office.

Every teacher has the right to see the evaluation results in relation to his / her work. This information gives teachers feedback on their work. They can learn about the weaknesses and strengths of their pedagogical work which are appreciated by students, and thus stimulated to improve their work. At the end of the academic year, the Program Coordinator should hold individual meetings with teachers, where the evaluation results serve as a starting point for improvements in the pedagogical process. Students' opinion on the pedagogical work of teachers serves in the selection process for teaching positions.

Also, the Academy, within the instruments for measuring quality, has a questionnaire for the evaluation of the program by students. In this questionnaire, in addition to the elements for the evaluation of the

program, the resources of the supporters and the practical work are also evaluated. The evaluation of the program by the students is done regularly once within an academic year. The data collected through the questionnaire are processed and reports are compiled for each program. The reports are submitted to the Program Coordinator and then discussed in the program committee.

1.3.4 Student-centered teaching, learning and assessment

Student-centered learning and teaching plays an important role in the process of motivation, self-reflection and student engagement in the learning process.

Implementing student-centered teaching and learning:

- Respects and draws attention to students and their needs, enabling flexible learning methods;
- Considers and uses different ways of delivering teaching, when appropriate;
- Use different flexible pedagogical methods;
- Regularly evaluates and improves pedagogical methods;
- Encourages a sense of autonomy in students, providing adequate guidance and support during the teaching process;
- Promotes mutual respect within the student-teacher relationship;

The evaluation of the teaching process by the students is incorporated in the evaluation questionnaire of the academic staff and is carried out in accordance with the quality assurance calendar. The results of the evaluation of the teaching process will be analyzed by the Coordinator of the respective program and the findings from the evaluation will be addressed through the development plan of the academic staff.

1.3.5 Quality of Academic and Administrative Staff

Quality assurance of teachers is realized through adequate activities in the process of human resource management, as follows:

- Continuous planning and monitoring of the needs for the engagement of teachers in various scientific fields - research and education;
- Selection of teachers according to the Statute and the Special Regulation, the selection of the academic staff, defining the criteria and procedures;
- Creating conditions for continuous educational and scientific excellence of teachers;
- Permanent and regular follow-up of quality assessment in this area, as provided in this Regulation.

A very important mechanism in quality assurance is the evaluation of academic and administrative staff by different actors. The evaluation of the academic staff is done by the students, by the colleagues and the management. The coordinator of each program at the end of each academic year sends to each teacher the evaluation reports from the student, from the peer evaluation and the evaluation report from the management, and after this process each teacher is obliged to analyze the evaluation reports and make a self-assessment. At the end of this process the Program Coordinator prepares a report on

staff evaluation and an individual development report for each teacher. These reports are sent to the Chairman of the Academic Council who after receiving these documents from all Program Coordinators, drafts the development plan of the academic staff.

Also the work process of the administrative staff is evaluated by the students once within the academic year while the performance of the administrative staff is evaluated by the Secretary General of the Academy.

1.3.6 Learning resources and support infrastructure

Ensuring the quality of university textbooks, literature, library and computer cabinets is essential in the successful development of the educational process.

This process is realized through:

- Providing a sufficient fund of literature before the library (physical and electronic), a fund which enables the realization of the goals defined according to the study curricula and subjects;
- Provision of modern equipment in the computer room for the development of the learning process and for the needs of students;
- Providing sufficient space for efficient use of the library and computer room by the students and teachers of the Academy.

The academy, within the questionnaire for the evaluation of programs by students, also evaluated the support resources. The data collected through questionnaires are processed by the quality assurance office and the report is drafted, which is sent to the Program Coordinator and the Director of the Academy, who draft the action plan for quality improvement.

In the provision of administrative services, the role of supporting administrative staff is essential, therefore they must be qualified and have the opportunity to develop their competencies.

1.4 PUBLIC INFORMATION

Information on the activities of the institution is useful for prospective and current students, graduates, other stakeholders and the public.

Therefore, the Academy provides information on its activities, including the programs it offers and the criteria for selecting students for them, the learning outcomes of the programs, the qualifications they provide, the teaching, learning and assessment procedures used, as well as information on graduates and employees. Also in accordance with the standards of the Accreditation Agency, the Academy evaluates public information from all actors such as: students, academic staff, administrative staff, alumni and businesses.

2. EXTERNAL EVALUATION

According to the law on higher education, the Academy must be subject to external evaluation, i.e. the process of Institutional accreditation and relevant programs by the Kosovo Accreditation Agency (KAA). The Academy makes the request to the AAK for institutional accreditation, i.e. for the accreditation of

relevant programs, after the approval of the request by the board of the AAK, the Academy submits the self-assessment report and contacts the responsible person appointed by the AAK.

Procedures with AAK

The Academy receives the list of experts appointed by the AAK, and in case of reprimand for any of the external evaluators, may file a written complaint. The Director of the Academy in cooperation with the quality assurance office, in accordance with the accreditation procedures, coordinates the agenda of the institutional evaluation process or programs such as the duration of the institutional evaluation process or programs, meetings with stakeholders appointed by the AAK, etc... It also coordinates the activities of all participants in the evaluation process such as: administration, professors, students, businesses and alumni, who are the focus of the evaluators. Based on the information provided by the Institution through the self-assessment report as well as the visit made by the agency together with the external assessors, the assessors compile a report, which is presented to the Academy and then published. In case of a positive evaluation, the institution, i.e. the program is accredited, and in case of a negative evaluation, the institution has a one-year deadline to address the remarks from the evaluators and request re-accreditation. Detailed procedures of the accreditation process are determined by the KAA.

Chairman of the Academic Council

Dr.Sc.Gëzim Hoxha
