



# **INTERNAL QUALITY ASSURANCE UNIT (IQAU)**

## **ANNUAL REPORT**

### **ACADEMIC YEAR 2024–2025**

**Tirana, September 2025**

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## 1. INTRODUCTION

### 1.1 General Background

The Internal Quality Assurance Unit is essential for maintaining academic excellence, operational efficiency, and a strong institutional reputation within higher education institutions. Through the standardization of processes, ensuring compliance with the accreditation standards of ASCAL and those outlined in the ESG, and by promoting continuous improvement, this unit plays a key role in enhancing quality in teaching, research, and administration. Through the Internal Quality Assurance Unit, accountability is fostered, data-driven decision-making is supported, and university activities are aligned with its strategic objectives. Furthermore, the IQAU contributes to achieving better student outcomes, attracting new talent, and safeguarding the long-term sustainability of the institution, making these components indispensable for overall success. Quality assurance remains critical as higher education institutions evolve by adopting new teaching and learning practices, developing new institutional models, and striving to expand access and equity in higher education. The dynamic nature of higher education, particularly in an increasingly globalized context, requires robust quality assurance frameworks capable of adapting to change while maintaining high standards, in line with the principles defined in the ESG. Based on a comprehensive review of the literature, the core roles of the Internal Quality Assurance Unit include ensuring compliance with national quality standards, supporting the achievement of institutional objectives, defining and assessing learning outcomes, and enhancing the transparency and value of qualification systems. The Unit is also responsible for improving the overall quality of academic provision, offering opportunities for self-reflection and self-evaluation, and supporting continuous quality enhancement through an ongoing improvement cycle. Moreover, it provides essential information on quality both internally and externally, promotes student satisfaction, and supports informed decision-making processes within the higher education institution. “Quality assurance is essential for safeguarding these values in three significant ways: first, by reinforcing the vision that higher education is grounded in these core values; second, by serving as a critical support system for these values across thousands of universities and emerging educational providers worldwide; and third, by acting as a voice for students and society, emphasizing how the quality of higher education embodies the vision of integrating these values. Education in Europe is guided by three fundamental missions: learning and teaching, research, and service to society. (Watson, 2021)

### 1.1 Regulatory Framework

Quality assurance in higher education is an essential process that ensures that universities and other higher education institutions meet the standards established by accreditation bodies, governmental authorities, and professional organizations. The primary objective of higher education institutions is to provide quality education that prepares students for the labor market and further studies, while at the same time equipping institutions with effective tools and mechanisms for continuous improvement. The Internal Quality Assurance Unit at POLIS University is based on three main pillars, guaranteeing coherence and effectiveness. By relying on these three main pillars, the IQAU aims for its activity to be in full compliance with best practices and international standards, facilitating continuous improvement as well as integration into the European Higher Education Area (EHEA).

This approach ensures that all efforts in the field of quality assurance are cohesive and support the main objective of maintaining high standards of academic quality and operational efficiency. The three main pillars on which the IQAU bases its activity are:

- **Legal Requirements**

Internal quality assurance is a legal obligation of higher education institutions, which are responsible for drafting policies and procedures for quality assurance. This system is established by higher education institutions and operates through the Quality Assurance Unit. The structure and functions of this unit are defined in the statutes of higher education institutions (HEIs). The activity of the IQAU is carried out in accordance with the legal requirements and sub-legal acts as follows:

- *Law No. 80/2015, dated 22.07.2015, “On Higher Education and Scientific Research in Higher Education Institutions in the Republic of Albania,” Articles 46, 103, 104, and 106<sup>1</sup>.*
- *The Quality Code in Higher Education, approved by Council of Ministers Decision No. 824, dated 24.12.2021, “On the Approval of the Quality Code in Higher Education”<sup>2</sup>.*
- *The Statute of each higher education institution<sup>3</sup>.*
- *The Manual of the Agency for Quality Assurance in Higher Education (ASCAL) for the internal quality system<sup>4</sup>.*

- **European Standards and Guidelines for Quality Assurance in Higher Education (ESG)<sup>5</sup>**

Within the framework of the European Standards and Guidelines, particularly in accordance with Standards I.2, I.3, I.4, I.5, I.6, and I.7, the IQAU aims to further promote the following aspects:

- Approval, monitoring, and periodic review of programs (Standard I.2 – Part 1, ESG 2015).
- Student-centered learning, teaching, and assessment (Standard I.3 – ESG 2015).
- Continuous monitoring and periodic review of programs.

- **POLIS University Development Strategy 2021–20266**

The integration of quality assurance practices with POLIS University's strategic objectives, in support of its mission and vision. The Academic Quality Assurance Strategy at every higher education institution must be comprehensive, encompassing all critical aspects necessary to maintain academic standards and ensure continuous improvement. A key requirement of the ESG is the integration of this strategy with the overall objectives of the institution, focusing on two main areas:

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<sup>1</sup> <https://qbz.gov.al/eli/ligj/2015/07/22/80>

<sup>2</sup> <https://www.ascal.al/media/documents/legjislacioni/VKM%20Nr.824,%20date%2024.12.2021%20Per%20miratimi%20e%20Kodit%20te%20Cilesise%20se%20Arsimit%20te%20Larte.pdf>

<sup>3</sup> [https://universitetipolis.edu.al/ep-content/uploads/2023/03/1\\_Statuti\\_POLIS.pdf](https://universitetipolis.edu.al/ep-content/uploads/2023/03/1_Statuti_POLIS.pdf)

<sup>4</sup> <https://www.ascal.al/media/documents/publikime/Manual%20afatet%20e%20akreditimit%20IAL%20dhe%20programet%202017.pdf>

- *alignment with strategic objectives* – ESG Standard 3.1 emphasizes that quality assurance policies must be in harmony with the strategic objectives of the institution. This ensures that all quality assurance processes support and strengthen the institution’s mission and vision.
- *collaborative approach* – according to ESG Standard 3.2, quality assurance should be integrated into the overall activities of the institution. This integration promotes collaboration between the IQAU and the main units, basic units, and other independent structures, creating a unified approach to quality assurance throughout the university.

Currently, the POLIS University Development Strategy for the period 2021–2026 is based on six main directions (didactic strategy, research strategy, internationalization strategy, digitalization strategy, and financial strategy), for which objectives have been set, and implementation plans have been drafted for their achievement. In accordance with the requirements of ESG 3.1 and ESG 3.2, at POLIS University, this integration is carried out through the Internal Quality Assurance Strategy, which has been drafted in accordance with the main international quality frameworks ESG 2015, as well as the national legal acts on higher education and the Quality Code in Higher Education. This approach ensures a strong and comprehensive quality assurance system, which not only supports institutional objectives but also aligns with regional integration within the European Higher Education Area (EHEA). According to this strategy, the IQAU at POLIS University conducts “quality evaluation” both at the institutional level and at the level of study programs using the Plan–Do–Check–Act cycle. For more details, refer to the annex “Development Strategy and Internal Quality Assurance Strategy.”

## 2. FUNCTION AND ROLE OF THE IQAU

The Internal Quality Assurance Unit (IQAU) at POLIS University operates in accordance with the provisions of the law on higher education in force, the sub-legal acts issued for its implementation, the guidelines of the Agency for Quality Assurance in Higher Education, the Statute of POLIS University, the institutional strategic objectives, as well as the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), to align practices with internationally established quality standards in support of academic excellence. The Internal Quality Assurance Unit<sup>7</sup> is conceived as a permanent, independent unit which, through its main function of quality evaluation, aims at improvement, enhancement of quality, and the promotion and encouragement of the actors involved in academic provision so that every aspect is viewed through the lens of quality, through the creation and consolidation of a quality culture at POLIS. Institutional development, the expansion of POLIS’s academic offer, as well as graduates’ entry into the labor market, constitute a serious challenge and test the quality of academic programs and learning outcomes. Despite changes in the unit’s designation over the years, the objectives of the IQAU have remained the same, mainly focused on evaluating performance in the teaching process, both for academic staff and for other components related to the process, such as bibliography and study materials, infrastructure, and logistics. According to Senate Decision No. 14, dated 26.08.2024, the Internal Quality Assurance Unit is composed of:

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<sup>5</sup> [https://www.enqa.eu/wp-content/uploads/2015/11/ESG\\_2015.pdf](https://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf)

<sup>6</sup> [https://universitetipolis.edu.al/ep-content/uploads/2022/10/U\\_POLIS-DEVELOPMENT-STRATEGY-1.pdf](https://universitetipolis.edu.al/ep-content/uploads/2022/10/U_POLIS-DEVELOPMENT-STRATEGY-1.pdf)

No.	Name Surname	Role	Member since
1	Dr. Emi Hoxholli	Chair of IQAU	2024
2	Prof. As. Merita Guri	Member	2018
3	Dr. Endri Duro	Member	2024
4	Marsela Demaj	Member	2024
5	Xhoi Musliaka	Member	2024
6	Anjeza Dajzmaili	Member (administrative staff representative)	2021
7	Fiona Pirushi	Member (student representative)	2024
8	Gjergji Dushniku	Member (Alumni community representative)	2017
9	Enxhi Cerpia	Member (business community representative)	2024

*Table no. 1 Composition of the IQAU for the academic year 2024–2025*

Its composition includes representatives from all three faculties of POLIS University (FAD, FKZH, FPMMU) and from all three study cycles (Bachelor, Master, and Doctorate), as well as members from stakeholder groups (students, alumni, and the business community). This mix makes it possible to successfully carry out all areas of activity of the IQAU, which are regulated by the following internal acts:

1. IQAU Regulation<sup>8</sup>.
2. Internal Quality Assurance Strategy 2023–2027<sup>9</sup>.
3. IQAU Action and Sustainability Plan 2023–2027.
4. Annual Work Plan 2024–2025

To fulfill the requirements arising from the legal and regulatory framework and the ESG, and in accordance with the mission, vision, and strategic objectives defined for the medium-term period in the University Development Strategy, the IQAU has foreseen in the IQAU Action and Sustainability Plan for 2023–2027, which is based on the Internal Quality Assurance Strategy 2023–2027 and the IQAU Regulation, specifically in Article 5 “Fundamental Principles and activity of the unit”, activities are shown in the figure below:

<sup>7</sup> <https://universitetipolis.edu.al/njesia-e-brendshme-e-sigurimit-te-cilesise/>

<sup>8</sup> <https://universitetipolis.edu.al/ep-content/uploads/2024/04/Rregullo-re-NJBSC.pdf>

<sup>9</sup> [https://universitetipolis.edu.al/ep-content/uploads/2023/04/1.Internal\\_Quality\\_Assurance\\_Strategy\\_2023-2027\\_compressed.pdf](https://universitetipolis.edu.al/ep-content/uploads/2023/04/1.Internal_Quality_Assurance_Strategy_2023-2027_compressed.pdf)



*Figure 1: Graphical representation of the main pillars of the Internal Quality Assurance Unit (IQAU) activities outlined in the 2023–2027 Action and Sustainability Plan*

### 3. ANNUAL ACTIVITY

#### 3.1 Capacity Building of IQAU's staff

##### 3.1.1 Trainings within International Projects

POLIS University is currently participating in the QA-SURE project, “Improving University Quality Assurance Strategies Towards Excellence,” co-funded by the European Union’s Erasmus+ Program under Grant Agreement No. 101129398-ERASMUS-EDU-2024-CBHE-STRAND-1. The project consortium consists of 7 Higher Education Institutions (HEIs), including 5 from the Western Balkans and 2 from the European Union.

The project spans 24 months, from 30 December 2023 to 30 November 2025 (<https://qa-sure.com/>), aiming to train administrative and academic staff, as well as students, in quality assurance to ensure.

A. Trainings for Academic, Administrative Staff, and Students within this project were organized by partners from Slovenia and North Macedonia as follows:

- Academic staff training for participants from Kosovo and Albania in August 2024 in Albania (Dr. Emi Hoxholli, Dr. Kledja Canaj, Dr. Flora Krasniqi, Msc. Erilda Muka, Msc. Marsela Jupas, Msc. Anjeza Dajzmaili, Msc. Anisa Sfrati)

- Academic staff training for participants from Kosovo and Albania in October 2024 in Kosovo (Dr. Manjola Hoxha, Dr. Elona Karafili, Dr. Flora Krasniqi)
- Student training in Albania in August 2024 (PhD students: Kejsi Veselagu, Sadmira Malaj, Dejvi Dauti)
- Administrative training for staff from Kosovo and Albania in August 2024 in Kosovo (Dr. Elona Karafili, Dr. Flora Krasniqi)
- Administrative training for staff from Kosovo and Albania in August 2024 in Albania (Dr. Emi Hoxholli, Msc. Anjeza Dajzmaili)
- Webinar “Reviewing and Updating QA Policies to Align with ESG Standards” in January 2025 (Dr. Emi Hoxholli, Dr. Manjola Hoxha, MSc. Marsela Plyku)

Detailed information about the training is available in the document: [Training on Quality Assurance](#).

#### B. Study Visits and Additional Capacity Building within QA-SURE:

- Prof. Assoc. Merita Guri (academic staff) and MSc. Anjeza Dajzmaili (administrative staff) participated in a study visit on 15–16 April 2024 at Southeast European University in Tetovo, North Macedonia.
- Anisa Gjini and Anisa Sfrati (administrative staff) participated in a study visit to Slovenia on 20–21 June 2024, focusing on quality assurance matters.
- Marsela Plyku (academic staff) and Anjeza Dajzmaili (administrative staff) participated in a study visit to EMUNI University in Piran, Slovenia, on 23–26 March 2025, focusing on quality assurance topics.

Details on the study visits can be found at:

[https://qa-sure.com/wp-content/uploads/2024/12/WP4\\_Del-4.1\\_EU-Study-Visits.pdf](https://qa-sure.com/wp-content/uploads/2024/12/WP4_Del-4.1_EU-Study-Visits.pdf)

#### 3.1.2 Internal Institutional Trainings

As part of its internal policy for institutional capacity building, POLIS University encourages, identifies, and supports further qualification of academic staff through internal training conducted by national and international experts. During the 2024–2025 academic year, the following trainings were organized for all academic and administrative staff:

- 16 September 2024 – Prof. Dr. Myqerem Tafaj, “Higher Education, Research, and Innovation: Global and European Trends and Their Reflection in Albania.”
- 17 September 2024 – Geron Kamberi, “Higher Education Strategy and Policies in Albania.”
- 18 September 2024 – Prof. Dr. Dhurata Bozo, “Current Issues in National and European Quality Development.”

### 3.2 Academic performance evaluation

In accordance with the NJBSC regulations, specifically Article 6, “The Teaching Process Evaluation,” one of NJBSC's most important responsibilities is assessing the quality and performance of academic staff in the teaching process. The evaluation of teaching quality consists of four components:

- *Student Evaluation (weight: 50%)*

POLIS University has always placed students at the center of its philosophy, viewing them not only as learners but also as partners in the continuous development and improvement of the institution. At the end of each academic semester, collecting student feedback on study programs, individual courses, instructors, or specific issues via questionnaires provides crucial data to enhance quality at POLIS.

- *Peer Evaluation (weight: 35%)*

This process, also known as “evaluation by peers,” involves colleagues observing the teaching process of their peers.

- *Self-Evaluation (weight: 15%)*

Self-evaluation allows instructors to reflect on their understanding of quality and the culture of quality, fostering self-criticism aimed at continuous personal improvement.

- *Evaluation by Management*

The fourth component is conducted through combined analysis and feedback, including semester reports. Evaluations by managers, through discussions and informal meetings, complement the other evaluation components by providing insights from leadership expectations and requirements for academic activity quality. For new staff, this process focuses on guidance, orientation, and introduction to best practices to encourage continuous improvement and the development of self-critical skills. This evaluation serves as the final assessment of each academic staff member’s overall performance, including their research activity, and is based on the results of student evaluations, peer evaluations, and self-evaluations.

To ensure that the periodic evaluation of teaching is as accurate and unbiased as possible, evaluations were conducted in line with the NJBSC work calendar approved at the beginning of the academic year: during the last three weeks of the first semester (January 2026) and the last three weeks of the second semester (May 2025).

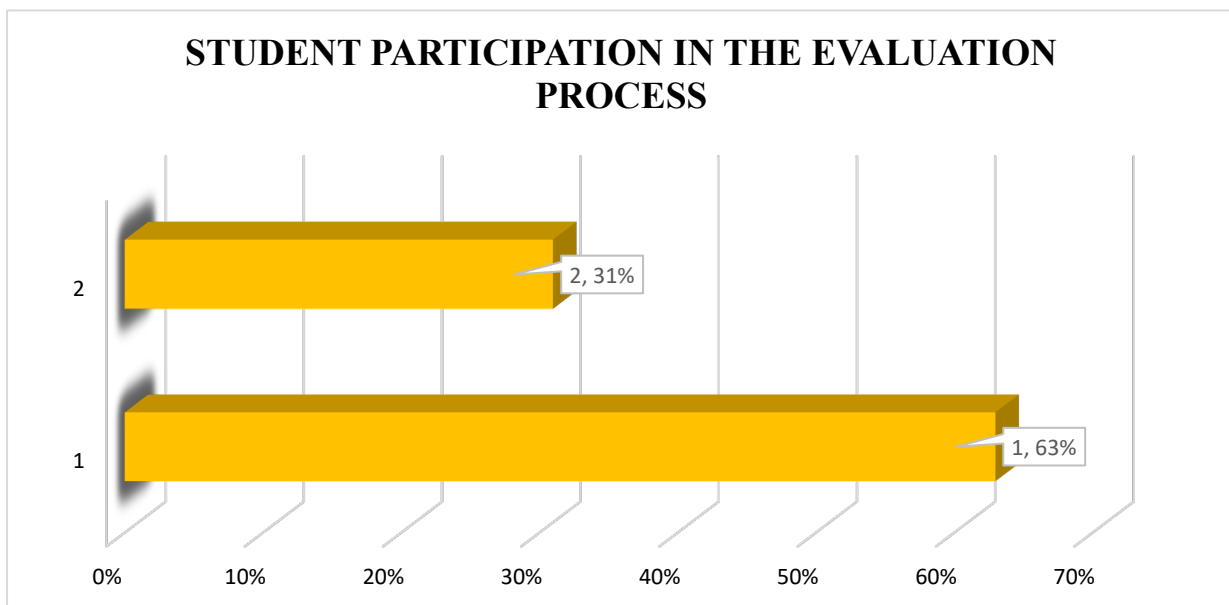
In November 2024, NJBSC requested suggestions from each dean regarding the improvement of three evaluation forms (see Annexes 1–3), which are part of the evaluation process:

- Student evaluation form for academic staff (Annex 1)
- Peer evaluation form (Annex 2)
- Self-evaluation form (Annex 3)

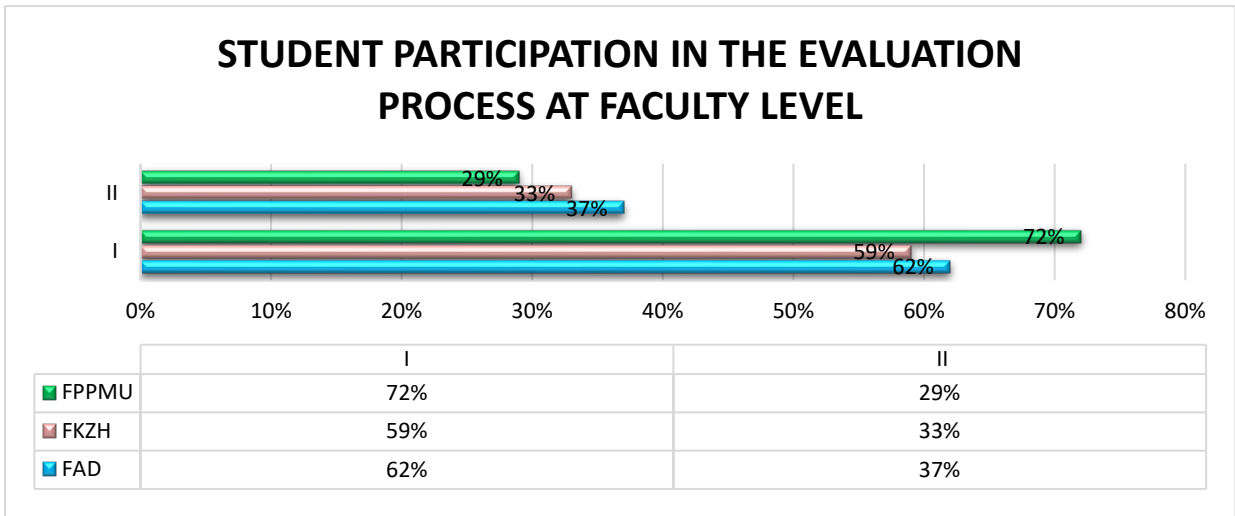
As part of the “peer evaluation” component, deans were asked to identify the responsible staff teaching the courses and designate staff to perform peer evaluations using the forms approved by NJBSC. Leaders of the main and base units concluded that the forms did not require revision and could be used as-is for data collection. The Faculty of Architecture and Design proposed conducting the process through an evaluation “committee” to ensure more accurate feedback on classroom teaching and to identify potential issues. This committee covers all course profiles for the Architecture, Design, and Engineering programs. Meanwhile, the Faculty of Research and Development and the Faculty of Urban Planning, Environment, and Management followed the standard NJBSC procedures, providing the requested data. After internal discussions, NJBSC decided that the proposed committee by FAD would be piloted this semester; if successful, it may be adopted by the other two faculties.

The student evaluation form and peer evaluation form were uploaded to the PITAGORA system. NJBSC also announced the process via email, requesting staff and student cooperation and clarifying that the data collected from these questionnaires, after processing, would be compiled into a report by NJBSC and shared with the respective deans/departments. Each main unit, in collaboration with the department, then communicates individually with staff to provide feedback and conduct the academic performance evaluation of each staff member. Students and staff were informed that the questionnaire is standardized, using a rating scale from 1 (minimum) to 5 (maximum), and is completed electronically via the PITAGORA system (with the PITAGORA manual provided). The self-evaluation form was distributed via Google Forms. Throughout the process, NJBSC, in collaboration with program coordinators, the Academic Support Unit, and the Rectorate, promoted student participation via emails and social media. At the end of the period, data were downloaded from PITAGORA, and processing began. Since the data is sensitive, confidentiality was maintained throughout the processing phase. Results were presented in two formats for each program:

- A summarized report showing student participation relative to total enrollment per course and evaluation components.
- Extended report, including student comments and the three evaluation components.

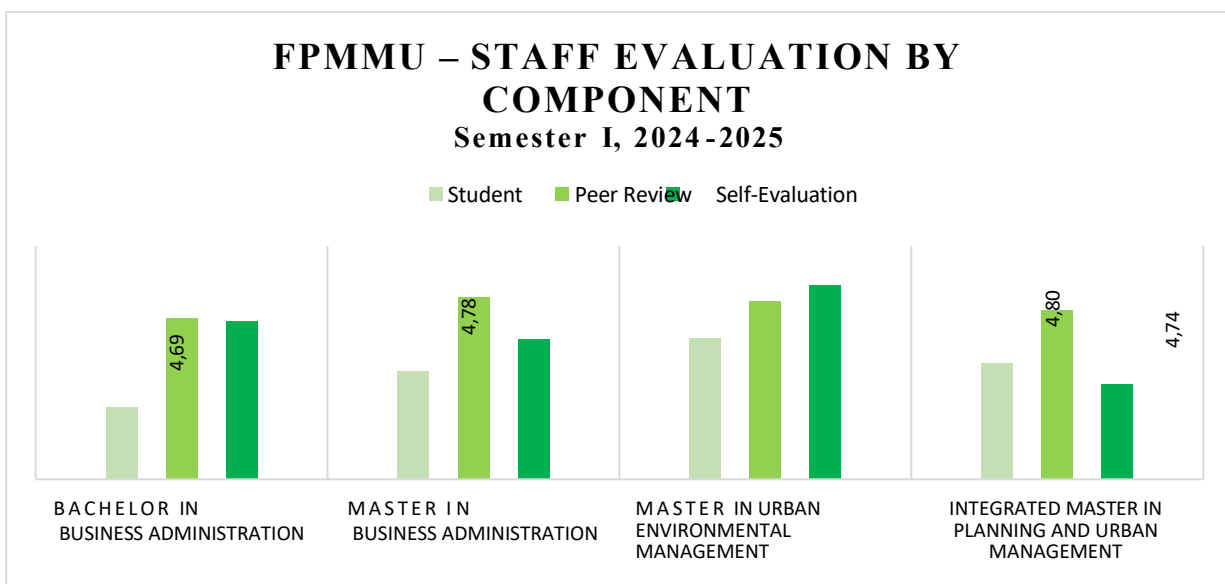


*Figure 1: Student Participation for the 2024–2025 Academic Year at POLIS University*



*Figure 2: Student Participation for the 2024–2025 Academic Year by Faculty*

As can be observed from Figures 2 and 3, student participation in the teaching performance evaluation process is significantly lower during the second semester of the 2024–2025 academic year compared to the first semester, as this was not a typical academic year. Unlike previous semesters, student participation at both the university and faculty levels during the second semester of the 2024–2025 academic year appears to be low. This reduced level of participation is mainly associated with the fact that, during the same period, ASCAL distributed the questionnaire for the implementation of the National Student Survey (SKK) to students across all programs and study cycles. Given the importance of completing this questionnaire, Program Coordinators, Heads of Departments, the Internal Quality Assurance Unit (NJBSC), the Directorate/Office for Teaching Quality and Curriculum Development (ZMSKK), and the Student Senate were actively engaged during this period in informing and encouraging students to participate in this survey. Based on the processed and analyzed data, as presented in the following graphs, the evaluation of academic staff is shown according to the assessment components (average scores) for each faculty at the program level.



*Figure 3: Program-level evaluation results for FPMMU, Semester I, 2024–2025*

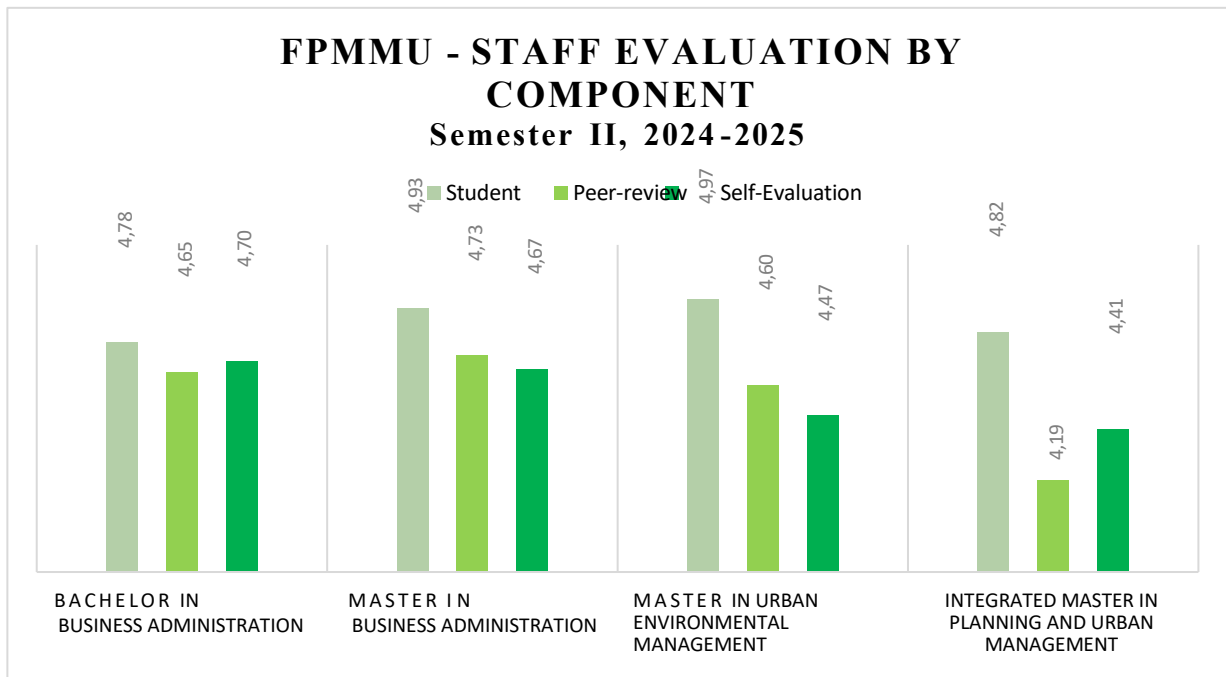


Figure 4: Program-level evaluation results for FPMMU, Semester II, 2024–2025

According to Figure 2, for the first semester, the lowest student evaluation was recorded in the Bachelor program in Business Administration (4.69), while the highest was observed in the Master of Science program in Urban Environmental Management. Regarding the second semester, the greatest variation is observed in the “peer-to-peer” evaluation component. According to Figure 3, the lowest level of evaluation for this component was recorded in the 5-year program “Urban Planning and Management” (4.19), while the highest was recorded in the Master of Science program in Business Administration (4.73). It is important to note that in FPMMU, for both semesters, none of the evaluation components fell below level 4, which represents the minimum acceptable threshold.

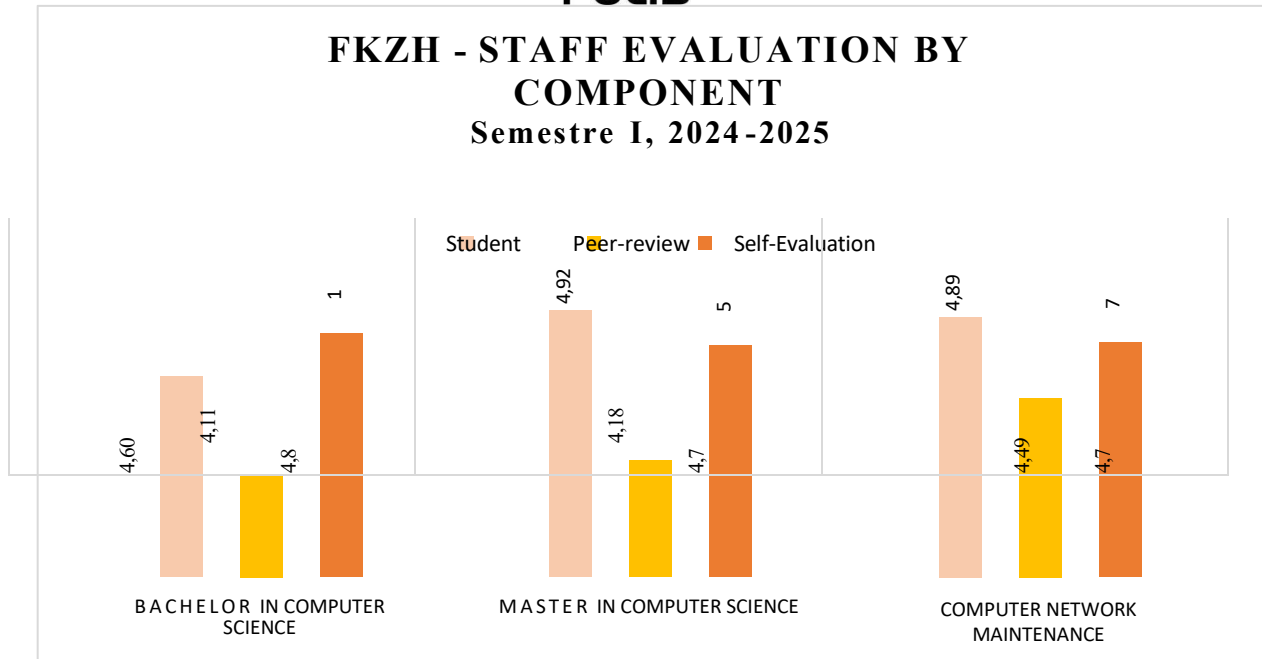


Figure 5: Program-level evaluation results for FKZH, Semester I, 2024–2025

According to Figure 5, for the first semester at FKZH, the lowest student evaluation is recorded in the bachelor’s program in Computer Science (4.6), while the highest is in the Master of Science program in Computer Science. Meanwhile, regarding the second semester, the greatest variation is observed in the “peer-to-peer” component.

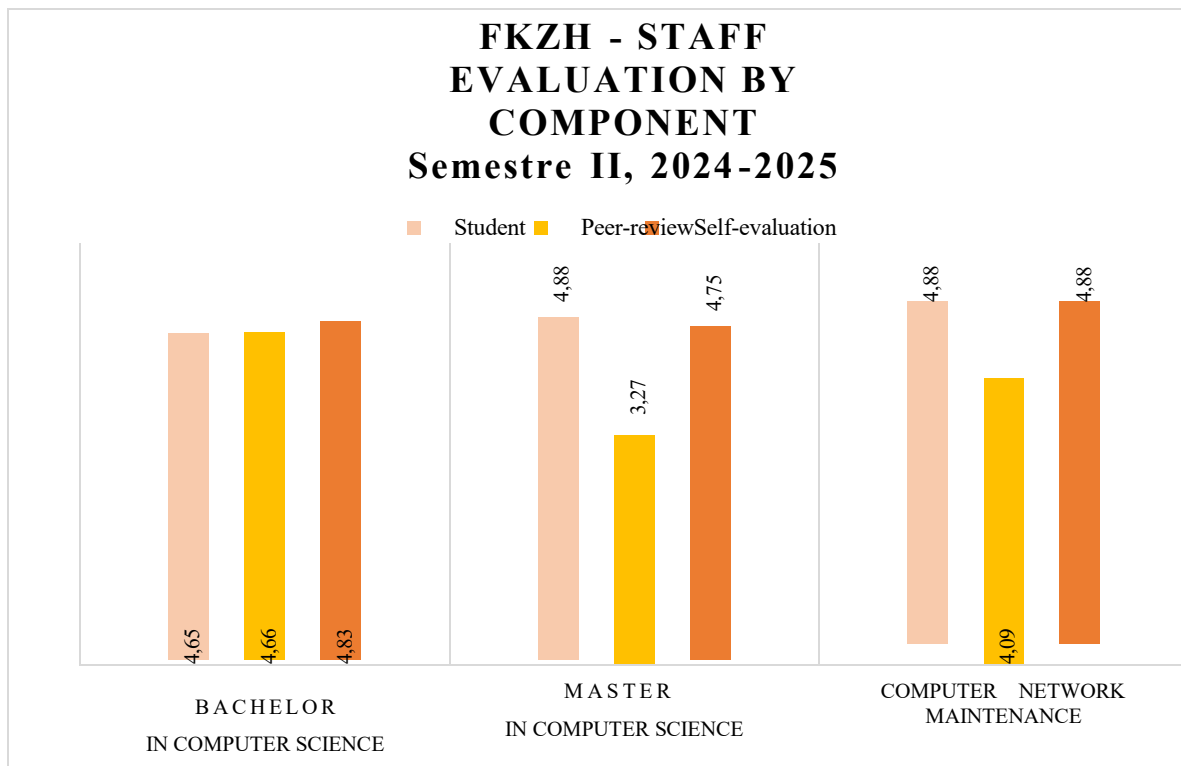


Figure 6: Program-level evaluation results for FKZH, Semester II, 2024–2025

According to Figure 6, the lowest level of evaluation for this component is recorded in the Master of Science program in Computer Science (3.27), while the highest is recorded in the bachelor's program in Computer Science (4.66). Unlike the FPMMU faculty, at FKZH, one of the components has fallen below the evaluation threshold of 4, which is considered the minimum acceptable level. This requires a detailed analysis of the causes and the implementation of improvement measures by the relevant department and the dean's office.

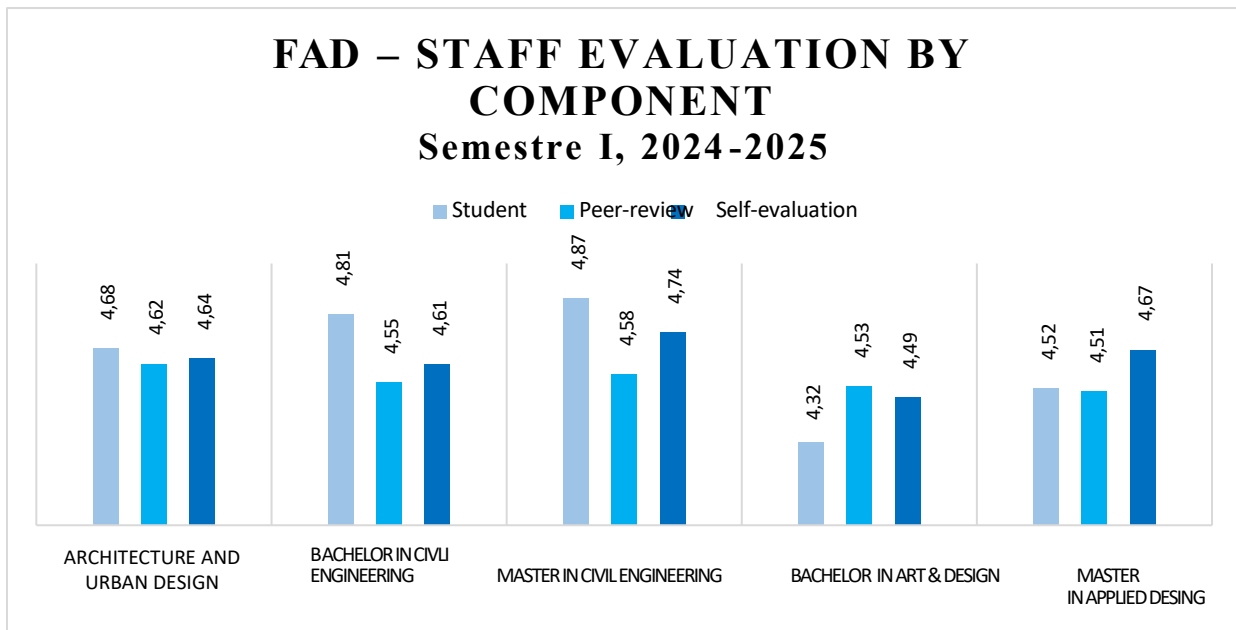


Figure 7: Program-level evaluation results for FAD, Semester I, 2024–2025

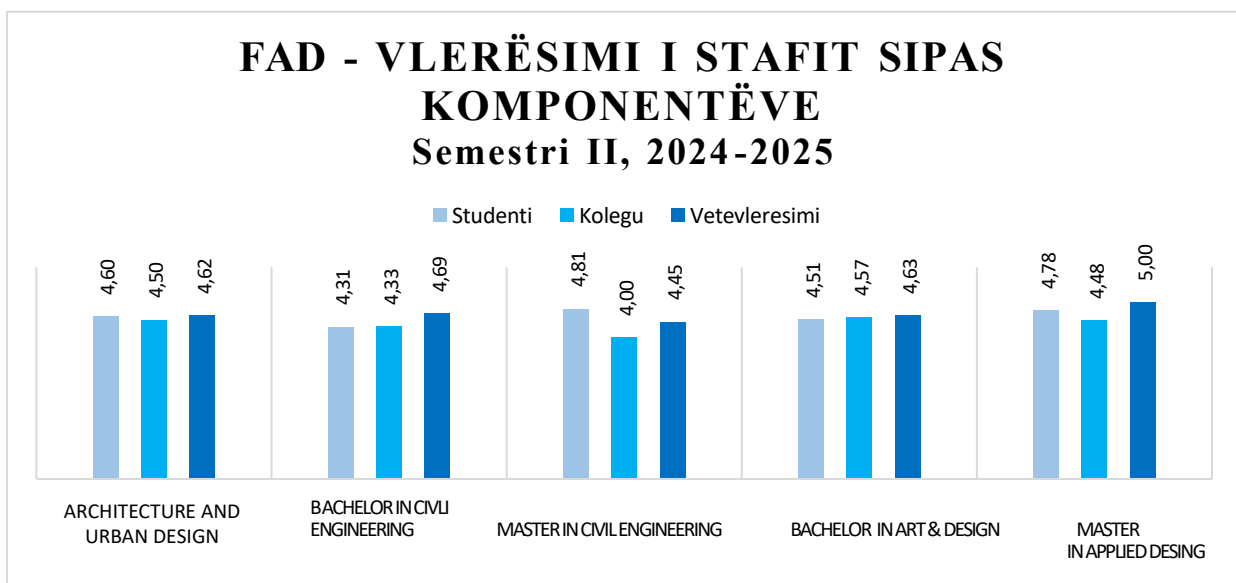


Figure 8: Program-level evaluation results for FAD, Semester II, 2024–2025

According to Figure 7, for the first semester in FAD, the lowest student evaluation is recorded in the bachelor's program in Art and Design (4.32), while the highest is in the Master of Science program in Civil Engineering. Meanwhile, regarding the second semester, and referring to Figure 8, there are no variations observed in any of the components across the programs, and none of them have recorded levels below the threshold of 4, while the maximum level of 5 is recorded in the Master of Science program in Applied Design.

In conclusion, following the processing of data related to the periodic evaluation of academic staff teaching performance for the 2024–2025 academic year, the Internal Quality Assurance Unit prepared semester reports. In addition to analyzing the data and presenting it in a clear and accessible format for all stakeholders, the unit also identified several mainly administrative issues related to the process. With the aim of ensuring a more accurate, reliable, and transparent representation of the situation, as well as improving quality, a set of recommendations was developed, which are presented in Section 4.

### **3.3 Internationalization**

Since January 2025, POLIS University has become part of the BAUHAUS4EU University Alliance, which consists of 10 universities with a combined network of 124,000 students and 10,000 academic staff. These institutions are committed to working together in the areas of teaching, learning, research, and innovation. Through this project, POLIS University aims to achieve several key strategic objectives, also defined in its Development Strategy, such as enriching the academic offer through joint-degree programmes with partner institutions; modernizing curricula initially through the introduction of Bauhaus Courses (elective subjects), which will begin implementation in the first semester of the 2025–2026 academic year; providing opportunities for inclusive and flexible learning (micro-credentials); developing and integrating a shared management platform; harmonizing quality assurance procedures to fully adopt a unified European Quality Assurance and Recognition System, enabling a Joint European Degree, which is the main objective promoted and funded by the EU through the European University Alliances; increasing mobility of staff and students; expanding opportunities for research and innovation; and fostering the integration of university campuses. During the 2024–2025 academic year, POLIS University welcomed 14 French students from partner institutions within the Erasmus ISB, ICD, IGS-CIEFA, and ADIP programmes. The students, enrolled in the Master of Business Administration programme, stayed for a full two-month period until 29 November 2024. During this time at POLIS University, they focused on expanding their knowledge of business through specialized courses such as Leadership, Business Strategy, Project Management, and others.

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<sup>10</sup> <https://education.ec.europa.eu/education-levels/higher-education/joint-european-degree/quality-assurance-and-recognition>

### 3.4 Akreditime



During the 2024–2025 academic year, POLIS University underwent program-level accreditation for four study programs, specifically:

No.	Programme	Type of Accreditation	Progress as of 05/09/2025
1	Bachelor's in Business Administration	First-time accreditation	Final RVJ submitted – comments on the recommendations provided by the External Evaluation Group (GVB) have been submitted
2	Bachelor's in Art and Design	Reaccreditation	Accreditation Board Decision No. 119, dated 20.06.2025
3	Master of Science in Applied Design	Reaccreditation	Final RVJ submitted – comments on the recommendations provided by the External Evaluation Group (GVB) have been submitted
4	Master of Science in Urban Environmental Management	Reaccreditation	Final RVJ submitted – comments on the recommendations provided by the External Evaluation Group (GVB) have been submitted

The POLIS University coordinator followed, in accordance with the Quality Manual, the communication with ASCAL throughout all stages of the accreditation process for the four programs via the ASCAL Management System (AMS). In line with the ASCAL Quality Manual, and under the supervision of the Internal Quality Assurance Unit (NJBCS), which plays an important role in ensuring proper management of deadlines and strict adherence to procedural steps, the NJBCS held productive and positive meetings with each External Evaluation Group (GVJ), based on the respective agendas for each study program.

For the next academic year, 2025–2026, POLIS University has submitted applications for the periodic accreditation of two programs, as follows, which are in the final year prior to the expiration of their current accreditation period.

No.	Programme	Type of Accreditation
1	Third cycle study programme (PhD) in Architecture and Urban Planning <a href="https://universitetipolis.edu.al/wp-content/uploads/2023/04/Vendim-Nr.-29-date-03.03.2023-Akreditim-Periodik-PHD-Arkitekture-dhe-Planifikim-Urban.pdf">https://universitetipolis.edu.al/wp-content/uploads/2023/04/Vendim-Nr.-29-date-03.03.2023-Akreditim-Periodik-PHD-Arkitekture-dhe-Planifikim-Urban.pdf</a>	Periodic accreditation (valid until 02/03/2026)
2	Professional study programme in Network Maintenance <a href="https://universitetipolis.edu.al/wp-content/uploads/2023/05/ASCAL--Vendim-Akredimi-Mirembajte-Rrjete.pdf">https://universitetipolis.edu.al/wp-content/uploads/2023/05/ASCAL--Vendim-Akredimi-Mirembajte-Rrjete.pdf</a>	Periodic accreditation (valid until 21/04/2026)

The Internal Quality Assurance Unit (NJBCS) and POLIS University are simultaneously continuing work on fulfilling the requirements set by QAA, in accordance with the Action Plan, developed based on the recommendations provided in the report issued on 21.12.2023. The British agency (QAA) is expected to conduct an on-site periodic monitoring visit in 2026 for institutional accreditation.

### 3.5 Digitalization

Within the framework of digitalization, the University has undertaken concrete steps in two main directions: first, the training of academic and administrative staff on technological innovations, particularly the dissemination and application of artificial intelligence; and second, the digitalization of several key work processes.

Regarding training activities during the 2024–2025 academic year, academic staff participated in two trainings:

- “AI for Academic Institutions: Leveraging AI and ChatGPT for Teaching” – Prof. Ardiana Sula, University of New Haven, held on 28/02/2025;
- “AI, society, development and the universities of the future: how does it impact POLIS? What should be done?” – Dr. Emiliano Mankolli, held on 27 August 2025.

In terms of the digitalization of administrative and academic processes, POLIS University has made concrete progress, largely supported by external assistance projects. Until the first semester of this academic year, research evaluation was conducted manually through spreadsheets sent via email to each academic staff member, who self-declared their scientific activity over the year.

Within the framework of the QA-SURE project, which aims to strengthen Internal Quality Assurance Units in several higher education institutions in the Western Balkans through the support of two European partners, a dedicated research management software, UCRIS, was procured. Since May 2025, all academic staff at POLIS University have been provided with personal usernames and passwords to access the system and upload their academic and research outputs (articles, projects, monographs, etc.) according to predefined categories. In addition to facilitating compliance with legal obligations for higher education institutions, the UCRIS system serves as a personal electronic archive for each academic staff member and generates various reports based on the needs of the Internal Quality Assurance Unit (NJBCS).

Another initiative undertaken by the University in line with its strategic digitalization objectives is the creation of an electronic database of all physical book titles available in the U-POLIS Library: <https://www.libib.com/u/polis>

Similar initiatives are being developed by the IT Office and the Academic Secretariat regarding the digitalization of processes related to timetable management, staff coordination, classroom allocation, student group organization, and related administrative procedures.

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<sup>11</sup> [https://universitetipolis.edu.al/wp-content/uploads/2024/01/QAA\\_Action-Plan\\_2024.pdf](https://universitetipolis.edu.al/wp-content/uploads/2024/01/QAA_Action-Plan_2024.pdf)

### 3.6 Scientific Research

POLIS University is well-positioned in the Albanian National H-index Ranking 2025. Scientific research is incentivized and financially rewarded, particularly high-quality publications indexed in Scopus and Web of Science (“Clarivate Analytics”). In this regard, since January 2023, the University’s directive “On the promotion of scientific publications and international scientific activities” has been implemented. The purpose of this directive is to define the methods and principles for encouraging POLIS University academic staff to produce publications and participate in scientific activities at an international level. In line with the Development Strategy and the achievement of strategic objectives related to scientific research, under the leadership of FKZH during the 2024–2025 academic year, work began on the establishment of research groups at the university level. Initially, a simple instrument (a matrix) was developed, which cross-references “research pillars” with the potential research interests of staff, helping to initiate the formation of research groups or “alliances” among POLIS academic staff, including PhD students. This matrix will be subject to further adjustments, as research groups are dynamic rather than static, to continuously identify potential research constellations. Each academic staff member positioned themselves according to their research interests, and subsequently, others “populated” the groups with complementary research interests, thus forming groups of two, three, or more research partners.

Following the first draft phase, staff met on 24 April 2025 to discuss the process in more detail and concluded with the establishment of the following six research groups:

No.	Research Pillars	Heads of research group
1	Art and Architectural history, and design theories and methodologies	Prof.As. Skender Luarasi / Dr. Sonia Jojic
2	Design and theories of urban form: the sustainability of settlements in history	Prof.As. Sotir Dhamo / Dr. Ledian Bregasi
3	Innovative building technologies and materials	Prof.As. Merita Guri / Dr. Klodjan Xhexhi
4	Cultural heritage. Restoration History and Theory and Technologies	Prof.As. Llazar Kumaraku / Dr. Nikolla Vesho
5	Business models in the construction, ICT, and Innovation industry	Prof.As. Xhimi Hysa / Dr. Ilda Rusi / Dr. Albina Tocilla
6	Urban analytics, territorial governance, and resilience	Prof. Emer. Dr. Sherif Lushaj / Prof. Assoc. Dr. Godiva Rëmbeci / Dr. Doriana Musai

### 3.7 Stakeholder Engagement and alignment with Labour Market Needs

In accordance with ESG 2015 standards on stakeholder involvement, POLIS University demonstrates a structured and continuous commitment to engaging external stakeholders, particularly representatives from business and industry, in its quality assurance and curriculum development processes. This engagement is operationalized through both institutional activities, such as the annual Career Fair<sup>1</sup>, and targeted project-based initiatives, including COUTURE<sup>2</sup> and ReZEB<sup>3</sup> within the Faculty of Architecture and Design (FAD). Through these mechanisms, the University systematically collects qualitative and quantitative data from employers, industry experts, and professional organizations regarding labour market trends, required competencies, and emerging sectoral developments. Instruments such as structured questionnaires, direct networking activities, and stakeholder consultations enable the identification of skills gaps and evolving professional expectations.

<sup>1</sup> <https://universitetipolis.edu.al/en/career-fair-2025-at-polis-university-bridging-students-and-the-labor-market/>

<sup>2</sup> <https://coutureproject-eu.com/index.php/objectives-of-the-project/>

<sup>3</sup> <https://rezebproject-eu.com/wp-content/uploads/2025/11/DEL-2.1-Analysis-of-the-survey.pdf>

The evidence gathered is subsequently analyzed and utilized to inform the revision and modernization of curricula, the introduction of new modules, and the alignment of learning outcomes with market needs. This integrated approach ensures that academic programmes remain responsive to the dynamics of the labour market, while strengthening the relevance, quality, and employability of graduates in line with ESG 2015 principles.

#### 4. RECCOMANDATIONS

- Key units (deans) must, before uploading the “Student Evaluation Form for Academic Staff” and the “Peer-to-Peer Evaluation Form,” verify and validate the data (course coordinator, academic staff, courses, etc.) contained in the PITAGORA system, in cooperation with the Academic Secretariat.
- It is recommended to use the standardized forms approved by NJBCS, “For the designation of responsible teaching staff and assignment of peer reviewers” (see Annex 4), to facilitate the process and avoid issues related to the cross-matching of courses with assigned teaching staff.
- Encourage PAK/PAE staff to complete the self-evaluation form, which currently shows low completion rates.
- The main units (FAD, FPMMU, FKZH) should encourage academic staff to carry out the peer-to-peer evaluation process (at least for course coordinators), a component which accounts for 35% of the overall assessment, as current participation across these three faculties is below 40%.
- FAD is recommended to continue piloting the “peer review” component through an evaluation committee. Based on the data collected from this pilot, NJBCS will assess its effectiveness and decide whether, in the 2025–2026 academic year, this approach will also be implemented in the other two faculties, FKZH and FPMMU.
- The main units should analyze the data provided by NJBCS at the faculty level to take appropriate measures for improvement, revision, or staff motivation.
- Basic units should analyze program-level results, communicate detailed feedback to each staff member, and organize bilateral meetings to discuss results and define further steps/deadlines, especially in cases of evaluations below 4 points and low participation rates.
- It is recommended that both main and basic units encourage academic staff to upload their scientific activities into the UCRIS research system to create a database and enable real-time report generation according to institutional needs.
- It is recommended to organize meetings at the research group level according to the thematic areas specified in Section 3.6, under the leadership of group coordinators, to identify shared interests and potential collaboration needs.
- Following the success of the semester attended by French students, opportunities should be explored to further intensify similar initiatives, which add value for students and staff, enrich the academic offer, and increase the attraction of high-quality students from EU countries.
- U-POLIS Library is recommended to continue updating all remaining book covers at <https://www.libib.com/u/polis/1/1665833> and to officially inform staff and students that they can access the virtual library before physically borrowing books.
- U-POLIS Library is also recommended to prepare a new informational brochure (library guide), considering recent updates and changes in library services.

## 5. ANEXXES

### Anexh no. 1

#### FORMULAR PËR VETËVLERËSIMIN E PERFORMANCËS SË LEKTORIT ACADEMIC YEAR 2024-2025

**Emri i lektorit:** \_\_\_\_\_

**Lënda:** \_\_\_\_\_

Jeni të lutur të vlerësoni performancën tuaj në mësimdhënie dhe kërkim shkencor, në shkallën 1 deri në 5, sipas çelësit të mëposhtëm, duke u bazuar në pyetjet për secilin aspekt:

1: Pamjaftueshëm;                      2: Mjaftueshëm;                      3: Mirë;                      4: Shumë mire;                      5: Shkëlqyeshëm

Ky formular vetëvlerësimi është për të bërë një autorefleksion se sa janë arritur objektivat e vëna nga vetë lektori në fillim të procesit mësimor dhe arritjet e tij në fushën kërkimore shkencore.

PERFORMANCA E PËRGJITHSHME		VLERËSIMI				
1	Përgatitja për lëndën	1	2	3	4	5
2	Materiali mësimor i përdorur për lëndën është i mjaftueshëm dhe cilësor	1	2	3	4	5
3	Jeta organizative (marrëdhëniet me eprorët, kolegët, stafin e U_POLIS)	1	2	3	4	5
4	Atmosfera në auditor gjatë shpjegimit të lëndës	1	2	3	4	5
5	Qartësia e shpjegimit të lëndës	1	2	3	4	5
6	Ndihmesa ndaj studentëve, jashtë orës mësimore	1	2	3	4	5
7	Marrëdhënia pedagog-student	1	2	3	4	5
8	Qartësia e udhëzimeve mbi detyrat	1	2	3	4	5
9	Respektimi i orareve mësimore	1	2	3	4	5
10	Kontributi në fushën kërkimore shkencore	1	2	3	4	5
11	Kriteret për vendosjen e notave janë të qarta dhe të njohura për studentët	1	2	3	4	5
12	Etika e komunikimit me studentët	1	2	3	4	5

Shënim: Mesatarja e Vlerësimit të Pedagogut përbëhet nga :

50% - Vlerësimi nga Studentët

35% - Vlerësimi nga

Kolegët 15 % -

Vetëvlerësimi

FORMULAR PËR VLERËSIMIN E PERFORMANCËS SË KOLEGUT NË PROCESIN MËSIMOR 2024 - 2025  
 ACADEMIC YEAR

<b>Emri i lektorit:</b> _____
<b>Lënda:</b> _____
<b>Nr. studentëve:</b> _____
<b>Nr. studentëve të pranishëm:</b> _____
<b>Koha e fillimit të leksionit:</b> _____
<b>Koha e përfundimit të leksionit:</b> _____
<b>Data e vlerësimit:</b> _____

Jeni të lutur të vlerësoni aspektet e mësimdhënies së lektorit, në shkallën 1 deri në 5, sipas çelësit të mëposhtëm, duke u bazuar në pyetjet për secilin aspekt:

1: Pamjaftueshëm; 2: Mjaftueshëm; 3: Mirë; 4: Shumë mire; 5: Shkëlqyeshëm

Pyetja (në total) – vlerëso duke rrethuar!

Alternativat a, b, c, d vlerësoji në tabelën anësore nga 1-5 sipas çelësit të mësipërm!

**Pyetja 1. Planifikimi i leksionit**

a	A janë njoftuar studentët paraprakisht për orën dhe mënyrën e zhvillimit të leksionit?	1	2	3	4	5
b	Si qëndron tema e leksionit në përputhje me parashikimet në syllabusin e lëndës?	1	2	3	4	5
c	Metodat e mësimdhënies a janë të përshtatshme për temën e trajtuar në leksion?	1	2	3	4	5
d	A është lektori i mirëpërgatitur dhe i mirëorganizuar?	1	2	3	4	5

**Pyetja 2. Mjedisi i mësimi/Platforma online**

a	A vendos lektori marrëdhënie komunikimi me studentët?	1	2	3	4	5
b	A është lektori i motivuar për të dhënë mësim, si edhe për të dëgjuar studentët?	1	2	3	4	5
c	A e nxit lektori pjesëmarrjen e studentëve dhe a u përgjigjet siç duhet pyetjeve?	1	2	3	4	5

**Pyetja 3. Zhvillimi i leksionit**

a	A ka një rrjedhë logjike të të shpjeguarit gjatë leksionit?	1	2	3	4	5
b	A u jepet mundësia studentëve për të menduar, pyetur dhe reaguuar gjatë leksionit?	1	2	3	4	5



c	A është e përshtatshme gjuha dhe shpejtësia e të folurit të lektorit për nivelin e studentëve?	1	2	3	4	5
d	Salla në të cilën zhvillohet mësimi është i përshtatshëm për zbatimin e leksionit	1	2	3	4	5

#### Pyetja 4. Përfundimi i leksionit

a	A përfundon leksioni në mënyrë logjike?	1	2	3	4	5
b	A bëhet përmbledhja e ideve ose e pikave kryesore të leksionit?	1	2	3	4	5
c	A sugjerohen lexime apo jepen detyra në lidhje me temën e trajtuar?	1	2	3	4	5

#### Pyetja 5. Baza materiale

a	A ka përgatitur pedagogu leksione të shkruara/dispençë?	1	2	3	4	5
b	A janë hedhur materialet mësimore në platformën online/ ose janë vënë në dispozicion në një formë tjetër?	1	2	3	4	5
c	A janë vënë studentët në dijeni për përdorimin e dy platformave e-library, EBSCO dhe JSTORE	1	2	3	4	5

Komente të përgjithshme mbi pikat e forta dhe dobëta të lektorit. Sugjerime nga kolegu mbi çfarë duhet përmirësuar nga ana e lektorit, pas zhvillimit të bisedave të lira me studentët lidhur me përfitimin profesional në raport me lëndën që vlerëson.


Emër  
Mbiemër  
Firmë

### Anexh no. 3

**Fomular vlerësimi për pedagogun Lënda:**

**Programi:**

**Pedagogu:**

**Viti akademik:**

Ju lutemi vlerësoni nga numrat 1-5 me anë të cilit ju shprehni vlerësimin tuaj për pedagogun.

1= minimumi i vlerësimit 5= maksimumi i vlerësimit

1. Pedagogu ka njohuri të thelluara për lëndë dhe është përgatitur për orën e mësimit
 

1	2	3	4	5
---	---	---	---	---
2. Shpjegimi i pedagogut është i qartë dhe i kuptueshëm
 

1	2	3	4	5
---	---	---	---	---
3. Pedagogu përdor shembuj për ta bërë lëndën sa më të lehtë e të kuptueshme
 

1	2	3	4	5
---	---	---	---	---
4. Pedagogu stimulon interesin për lëndën
 

1	2	3	4	5
---	---	---	---	---
5. Pedagogu ju inkurajon për ti bërë pyetje dhe ju përgjigjet atyre plotësisht
 

1	2	3	4	5
---	---	---	---	---
6. Pedagogu është i gatshëm t'i ndihmojë studentët kur ata kanë nevojë edhe jashtë orës së mësimit
 

1	2	3	4	5
---	---	---	---	---
7. Materiali mësimor i përdorur për lëndën (lesione, ushtrime, detyra) është i qartë, i mjaftueshëm dhe i dobishëm.
 

1	2	3	4	5
---	---	---	---	---
8. Materialet janë të aksesueshme në platformën online
 

1	2	3	4	5
---	---	---	---	---
9. Salla ku zhvillohet mësimi është e përshtatshme për zhvillimin e lëndës
 

1	2	3	4	5
---	---	---	---	---
10. Si është etika e komunikimit të pedagogut me studentët
 


1	2	3	4	5
---	---	---	---	---
11. Lënda është interesante dhe na shërben për formimin profesional
 

1	2	3	4	5
---	---	---	---	---
12. Syllabusi/mënyra e vlerësimit u shpjegua në fillim të lëndës.
 

1	2	3	4	5
---	---	---	---	---
13. Vlerësimi i lëndës u bë në përputhje me syllabusin
 

1	2	3	4	5
---	---	---	---	---
14. Pedagogu është i barabartë në vlerësim për të gjithë studentët
 

1	2	3	4	5
---	---	---	---	---
15. Ju lutemi shtoni pyetjet që ju mendoni se mungojnë dhe karakterizojnë pedagogun tuaj si dhe/ose bëni komente të tjera rreth vlerësimit të pedagogut.

Fakulteti .....			
 Për përcaktimin e stafit përgjegjës për vlerësimin e kolegut për kolegun Viti akademik 2024-2025 Semestri i Parë			
Nr.	Lënda	Lektori i lëndës	Lektori që do të bëjë vlerësimin
<b>Arkitekturë 1</b>			
1			
2			
3			
4			
5			
<b>Arkitekturë 2</b>			
1			
2			
3			
4			
5			
6			
7			
<b>Arkitekturë 3</b>			
1			
2			
3			
4			
5			
<b>Arkitekturë 4</b>			
1			
2			
3			
4			
5			
<b>Arkitekturë 5</b>			
1			
2			
3			
4			
5			