

“ Supporting and Developing  
the Structures for QA at the  
Private Higher Education  
Institutions in Kosova ”

QA



European Commission  
**TEMPUS**



## What is Quality Assurance?

Quality Assurance (QA) is at the heart of efforts to build a coherent, compatible and attractive *European Higher Education Area (EHEA)* based on the objectives of the *Bologna Process*. Quality assurance provides a means of creating possibilities and opportunities to transform students on an on-going basis and to add value to their knowledge and personal development. Thus, the education provided fulfils its purpose in that it accords with publicly accepted **standards of accountability and integrity and transparency**. Quality assurance is therefore a vital function in contemporary higher education and must involve all stakeholders.

Quality requires both establishing quality assurance systems and patterns of evaluation as well as promoting a quality culture within institutions. Regulatory and quality assurance mechanisms that promote access and create conditions for the completion of studies by learners should be put in place for the entire higher education sector.

## Involvement of students in the Quality Assurance Process

The Bologna Process has put increasing emphasis on the importance of the inclusion of students in the quality assurance of higher education. Students have thus increasingly **become involved in the improvement and enhancement of their own learning experiences**. Whether it be through providing feedback on the courses they have taken, contributing to the development of learning and teaching in their subject area, **participating in higher education provider decision making processes**, or representing student views in any number of ways, for example **through a student union or other representative body** - students' voices are today being heard loudly and clearly and, more often, and their views need to be taken seriously.

Student participation in policy-making bodies and the life of higher education providers in general is an aspect of their education which may be important from the standpoint of simultaneously **producing fully educated citizens and subject specialists**.





## Involvement of teachers in the Quality Assurance Process

Effective management and coordination practices are essential to the sound functioning of a university. The management staff of the higher education provider, administration staff and teachers work together with students to ensure the strength of the institution's educational, research and outreach missions. In this, they will demonstrate vision, strategic thinking and agility as they elevate best practices for higher education administration. As such, the management will ensure successful quality assurance procedures through continuity and efficiency, motivate the head of departments and combine and balance top down with bottom up approaches. Adequate timing, people, funding and facilities for the implementation of QA initiatives and events need to be ensured, in order for all of the **academic and non-academic staff community to be able to participate in the process.**

It is up to each higher education institution to determine which instruments or procedures to apply, at which organizational levels the Quality Management processes are

implemented and which competencies the organizational units of the internal quality assurance structure have.

## Involvement of teachers in the Quality Assurance Process

Teachers are the focus of many quality teaching initiatives. Much of the success of supports provided to enhance the quality of teaching depends on their acceptance by the teachers and the use of the instruments at their disposal in their teaching activities.

Quality teaching initiatives constitute an occasion for teachers to think about and reflect on their own actions and role in the enhancement of quality. It is vital for the success of such initiatives that acceptance of and commitment to **reflective practice and consequent adaptation and innovation is gained.** It is important to link practices, methods and tools with the institutional quality teaching policy, and relate the expectations of teachers to the programme or the institution's expectations in terms of learning outcomes. In the design and implementation of curricula, cooperation with the QA unit of the higher education provider is a good starting point.





## Relevant Links and Literature

### Links

European Association for Quality Assurance in Higher Education: <http://www.enqa.eu/>

European University Association: <http://www.eua.be/Home.aspx>

Bologna Process: [http://ec.europa.eu/education/higher-education/doc1290\\_en.htm](http://ec.europa.eu/education/higher-education/doc1290_en.htm)

### Publications

„Standards and Guidelines for Quality Assurance in the European Higher Education Area“; ENQA, 3rd edition, 2009:

Available in English and Albanian: [http://www.enqa.eu/pubs\\_esg.lasso](http://www.enqa.eu/pubs_esg.lasso)

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