



ANNUAL REPORT 2025-2026

A. A. DESCRIPTION OF THE ACTIVITY OF NJSBCZHK.

Status and Organization

-)/ NJSBCZHK is a unit established at university level.
-)/ Its composition and functioning are approved by the Rector and regulated by a specific regulation.

Mission

-)/ ensuring quality and maintaining academic standards at UMSH;
-)/ implementing the requirements of the Law on Higher Education in Albania;
-)/ supporting the university's development strategy;
-)/ respecting the institution's policies and regulatory acts.

Main Activity

-)/ continuously monitors institutional activity;
-)/ evaluates the quality of academic and administrative processes;
-)/ maintains quality standards;
-)/ proposes measures for the continuous improvement of the institution and study programmes.

The working methodology is based on:

-)/ the NJSBCZHK Regulation and Manual;
-)/ Law No. 80/2015 "On Higher Education";
-)/ the UMSH Statute and Regulation;
-)/ ASCAL standards and guidelines.

Periodic Evaluation

NJSBCZHK conducts periodic evaluations of:

-)/ the effectiveness of teaching activities;

-) student feedback on the lecturer and course (at the end of both semesters)
-) the effectiveness of the institution's administrative processes.

Responsibilities of Members

-) prepares the evaluation report for the activity being monitored;
-) assumes full responsibility for the content of the report;
-) submits the final written and signed report to the unit's official file.

Autonomy

-) enjoys operational autonomy;
-) has access to the institutional data and documentation necessary to exercise its functions.

Reporting and Publication of Results

-) The results of the action plan are published through an internal report, which is submitted to the Rector of UMSH (by email and in hard copy).
-) Reports relating to the respective faculties are also made available to the Deans of the Faculties and Heads of Basic Units, according to the area of monitoring.

Annual Report

At the end of each academic year, NJSBCZHK submits to the Rector:

-) the annual activity report;
-) the accompanying documentation, including reports, records and other documents produced during the academic year.

B. B. COMPOSITION OF THE UNIT:

-) Head of the Unit;
-) Members selected from the academic staff of each department;
-) Administrative representatives;
-) An external auditor;
-) A student representative, proposed by the Student Council.

No.	Members	Position in NJSBCZHK
1	Holta Heba	Head
2	Emilio Çika	Member
3	Fiona Tako	Member
4	Sonila Nikolla	Member
5	Armeline Lila	Member
6	Ina Shehu	Member
7	Besiana Mema	Member
8	Gazmir Gjoni	Member
9	Anisa Bika	Administrative Assistant
	Mirela Lika	External Member
	Klea Babaj	Student

Action Plan for the Academic Year 2025-2026

-) The action plan was prepared in accordance with the institutional strategy and the academic calendar for 2025–2026.
-) During the academic year, NJSBCZHK conducted monitoring activities in cooperation with the basic units, focusing on:
 - o teaching and learning;
 - o the progress of the teaching process;
 - o the lecturer–student relationship;
 - o the department–student relationship.
-) The action plan was communicated to the academic units at the beginning of the year and before each monitoring process.
-) At the end of the academic year, the unit submitted the monitoring reports and the annual activity report to the Rectorate.

C. ACTIVITIES EVALUATED BY NJSBCZHK DURING THE ACADEMIC YEAR

During the academic year 2025–2026, NJSBCZHK carried out the following main activities:

1. Monitoring planning – Preliminary meetings were held to approve the action plan, organize monitoring activities and appoint monitors, ensuring impartiality in the process.
2. Allocation of duties – Transparent and balanced distribution of responsibilities among members, with notification of the academic units and the Rectorate.

3. Conduct of monitoring – Monitoring was carried out according to the action plan, with the respective reports prepared by each monitor.
4. Standardization of reporting – Use of a unified reporting model and coordination meetings to standardize the evaluation methodology.
5. Review of doctoral student files – Verification of the documentation of first- and second-year doctoral students, in accordance with academic and administrative requirements.
6. Tasks outside the action plan – Completion of tasks delegated by the Rectorate and the Quality Assurance Commission, according to institutional needs.
7. Share Folder administration – Maintenance and updating of institutional documentation for academic and administrative staff.
8. Semester-based teaching monitoring – Organization and implementation of monitoring of teaching activities in cooperation with the basic units.
9. Coordination with secretariats and coordinators – Continuous cooperation for the organization of and provision of information on academic processes.
10. Monitoring of basic-unit documentation – Verification of administrative and academic documentation according to institutional standards.
11. Student evaluation of the lecturer and course – Organization of the evaluation at the end of each semester, online and in the classroom, with active support for student participation.
12. Focus Group activities – Organization of focus groups with students from Bachelor, Master and Doctoral programmes, according to the methodology approved by the Rectorate.
13. Meetings with the Student Council – Periodic meetings to collect students' opinions and recommendations, documented through minutes.
14. Syllabus monitoring – Verification of the syllabi of study programmes at the beginning of each semester, by department and according to approved standards.
15. Final examination monitoring – Evaluation of examination documentation, grading of examination papers and compliance with the institutional format.
16. Support for the accreditation process – Training and follow-up of the accreditation process for study programmes at the Faculty of Medical Sciences.

Note: All the above activities have been documented through minutes, monitoring reports and relevant analyses, administered in the official NJSBCZHK file and submitted to the Rectorate.

D. ANALYSIS OF ACTIVITIES CARRIED OUT DURING THE ACADEMIC YEAR 2025–2026

-) The Share Folder was restructured by organizing documentation into thematic folders, while existing materials were archived to ensure easy access for academic staff and working groups.

-) Monitoring of syllabi in both semesters showed a very high level of compliance with the institutional format and standards.
-) Academic tutoring was monitored throughout the year, with NJSBCZHK participating in notifying and following up on meetings between tutors and students.
-) Monthly meetings with the Student Council enabled the continuous collection of students' opinions on the teaching process, which were forwarded to the Rectorate for review and intervention, where appropriate.
-) Semester-based teaching monitoring was carried out according to the approved calendar. For each monitoring activity, evaluation reports were prepared by the monitors and department heads. Overall, the results were very positive, with only one case in which increased interaction in the teaching process was recommended.
-) Student evaluation of the lecturer and course was conducted in the 13th week of each semester, anonymously and online. The results were processed by NJSBCZHK and submitted to the Rectorate, which informed lecturers about the respective evaluations and recommendations.
-) Focus groups with students from Bachelor, Master and Doctoral programmes were conducted as planned. Particularly in the doctoral programme, students positively evaluated the quality of mentoring and the support provided by academic supervisors during the development of their research.
-) The periodic implementation of Focus Groups proved to be an effective mechanism for identifying students' needs and continuously improving academic quality.
-) NJSBCZHK worked closely with student representatives from all three study cycles to increase participation in tutoring, evaluation processes and student-life activities.

C. C. GENERAL RECOMMENDATIONS (applicable to all programmes)

Based on the report, the following are generally recommended:

-) increasing lecturer–student interaction, particularly through active teaching methods;
-) standardization and rigorous monitoring of syllabi, ensuring full compliance with institutional formats;
-) continuation of professional and laboratory practices as one of the key elements in computer science programmes;
-) systematic use of student feedback and focus group results in curriculum review;
-) Maintaining the standard already established with regard to continuous and transparent evaluation.

D. D. RECOMMENDATIONS BY STUDY PROGRAMME

1. Professional Diploma in Information Technology & Computer Applications

Based on monitoring of teaching activities and documentation, although this programme has a strong practical component, given its nature, it is recommended that practical demonstration methods be increased, particularly in the areas of networks, electronic devices and software.

2. Professional Diploma in Tourism Management and Marketing

It is recommended that cooperation with tour operators and hotel structures continue to be strengthened for structured professional practices.

3. Bachelor in Economic Sciences

Monitoring of syllabi and examinations has shown good compliance with the institutional format, but students have requested the integration of digital tools into accounting and finance courses.

4. Bachelor in Computer Science

Semester monitoring highlighted the importance of interactive teaching and group work. This year as well, students requested that more elements of AI, cloud technologies and modern information systems be added to many courses.

5. Law (Integrated Programme 3+2)

It should be emphasized that students value visits to institutions and recommend continuing this practice, as they benefit more from linking theory with legal practice.

6. Bachelor in International Relations and Institutions

Based on student evaluations from the focus groups, it is recommended that analytical discussions and structured debates in the classroom be increased. Students also request that the student club of this programme organize round-table discussions more frequently.

7. Bachelor in Political and Administrative Sciences

Monitoring has shown that administrative simulations and analysis of Albanian public policies, developed by invited lecturers, together with their discussions with students during open sessions, have increased students' engagement with the Albanian institutional reality. Continuation of these meetings is recommended.

8. Bachelor in Psychosocial Studies

Continuation of cooperation with social and health institutions is recommended, as students indicated that field visits greatly helped them understand concepts that they had previously addressed only theoretically in the classroom.

9. Bachelor in Communication and Public Relations

It is recommended that the digital communication component be increased, as also reflected in two courses of this programme's curriculum. It is recommended that digital communication also be addressed in other courses, with up to two topics.

10. Bachelor in Preschool Education Teaching

The integration of educational technology and increased lecturer–student interaction are recommended, as good communication between them provides a model for the interaction these future teachers will have with their pupils.

11. Bachelor in Primary Education Teaching

The integration of educational technology and increased lecturer–student interaction are recommended, as good communication between them provides a model for the interaction these future teachers will have with their pupils.

12. Bachelor in General Nursing

It is recommended that course syllabi be further expanded in accordance with contemporary health protocols. The work already carried out on many syllabi should continue for other courses as well.

13. Bachelor in Physiotherapy

Monitoring shows that the standardization of practical assessment is at a very high level; nevertheless, further use of modern rehabilitation equipment is recommended.

14. Bachelor in Laboratory Technician

Based on documentation monitoring, improvement of laboratory protocols is recommended. Strict compliance with safety standards is essential.

15. Professional Master in Business Management

Focus groups indicate a need for more real-life business cases. It is recommended that business visits be increased according to the respective profiles.

16. Professional Master in Internal Auditing and Financial Control

Further integration of international auditing standards and use of professional software are recommended.

17. Professional Master in Business Information Systems

Continuation is recommended with a focus on ERP, BI and information security, reflecting digital transformation.

18. Professional Master in International Relations

Further analysis of European and Mediterranean policies is recommended, which may be achieved by increasing the number of round-table discussions organized by the basic unit with invited experts in the field.

19. Professional Master in Political and Administrative Sciences

Based on monitoring, analysis of concrete cases from public administration and local government is recommended, which may be achieved by increasing the number of round-table discussions organized by the basic unit with invited experts in the field.

20. Professional Master in Project Design and Management

The use of real projects and contemporary management methodologies in which the lecturers are involved as examples is recommended.

21. Professional Master in Special Education

Increased lecturer–student interaction is recommended as an example for future specialists to follow when they interact with their pupils, and this should be reflected in the curriculum.

22. Professional Master in Primary Education

Increased lecturer–student interaction is recommended as an example for future specialists to follow when they interact with their pupils.

23. Master of Science in Finance and Banking

Improving research and practical quality is recommended, with the basic unit making full use of its relationships with various banking institutions so that banking data are authentic and data analyses are further deepened.

24. Master of Science in Business Administration

Focus groups showed that students requested their inclusion in innovative projects. Their participation in projects is recommended, in the same way that they are included and supported in scientific conferences.

25. Master of Science in Computer Science

Continuation of the increase in applied research projects and improvement of their technical documentation are recommended.

26. Master of Science in Civil and Commercial Law

Continuation of open lectures by invited experts is recommended. The topics addressed in these lectures have been highly valued by students in this programme.

27. Master of Science in Public Law

It is recommended that cases from public administration and current jurisprudence continue to be evident in the case studies addressed throughout the lectures.

28. Master of Science in International Relations

Continuation of strategic analysis and international comparative studies is recommended, addressed not only by lecturers in the classroom but also by invited experts in the field.

29. Master of Science in Political Studies and Economic Development Strategies

It is recommended that the research component be increased through the integration of economic analysis and development policies in the country. It is also recommended that student conferences be increased, as students highlight the benefits they have gained from collaboration with their lecturers in these activities.

30. Master of Science in Psychology

Based on the focus groups, students in this programme have requested more practical situations in the classroom.

31. Master of Science in Artificial Intelligence

It is recommended that some courses include topics and cases that remain up to date and contemporary.

10.07.2026

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