

**REPUBLIC OF ALBANIA  
UNIVERSITY OF TIRANA  
FACULTY OF FOREIGN LANGUAGES**

**ANNUAL REPORT  
SUMMARY OF QUALITY ASSESSMENT  
AT THE FACULTY OF FOREIGN  
LANGUAGES**

**Academic Year  
2023 – 2024**

**LIST OF ABBREVIATIONS**

HEI – Higher Education Institution  
MES – Ministry of Education and Sports  
FFL – Faculty of Foreign Languages  
IQAU– Internal Quality Assurance Unit  
IEG – Internal Evaluation Group

## **1. INTRODUCTION**

### *Legal Basis, Context, and Purpose of the Report*

This report is prepared within the framework of the policies of the Faculty of Foreign Languages (FGJH) for internal quality assurance, aiming at the continuous improvement of quality standards, based on the following documents:

1. Law no. 80/2015 on Higher Education and Scientific Research in Higher Education Institutions in the Republic of Albania (Articles 6, 33, 38, 46, 87, 98, 99, 103, 104);
2. Higher Education Quality Code, Council of Ministers Decision No. 531, dated 11.09.2018, Annexes 2, 3, and 4;
3. University of Tirana Statute, 2018;
4. University of Tirana Regulations, 2022;
5. Quality Assurance Regulations at the University of Tirana, 2020;
6. Regulations on the Organization and Functioning of Internal Quality Assurance Units at the University of Tirana, 2022;
7. Quality Manual at the University of Tirana;
8. Quality Instruments Package, 2020;
9. Regulations on the Functioning of Internal Quality Assurance Units at the Faculty of Foreign Languages, 2022.

The data presented in this report constitute an important tool for the main and basic units of FGJH to further improve academic activities and study programs where needed.

The report presents significant data for the academic year 2023-2024, which serve as indicators of the quality of academic activities at FGJH, as well as data collected from surveys conducted during the same academic year for both study cycles, across all FGJH departments, summarized in the annual quality reports of the basic units.

The analysis and recommendations at the conclusion of the report aim to guide future activities towards the continuous improvement of quality.

## **2. DEVELOPMENTS IN STUDY PROGRAM CURRICULA FOR THE ACADEMIC YEAR 2023-2024**

The Faculty of Foreign Languages, through its programs, aims to prepare, train, and graduate students in accordance with the needs of the labor market, serving dynamic developments at the national, regional, and European levels, by providing a collaborative environment that transmits and develops knowledge through teaching and scientific research. Taking into account the latest developments, the Faculty of Foreign Languages has as its mission the provision of competitive study programs based on high-quality teaching and contemporary curricula, guiding students toward analytical and interdisciplinary thinking, and preparing them for the labor market.

## **2.1 DEVELOPMENTS IN CURRICULA IN THE FIRST CYCLE OF STUDY**

The “Bachelor” study programs offered at the Faculty of Foreign Languages of the University of Tirana are organized in accordance with Law no. 80/2015 and in support of the University of Tirana’s Strategy. The Bachelor study program is carried out with 180 credits (ECTS) and its normal duration is three academic years, upon completion of which a Bachelor’s degree is awarded in the respective languages and study profiles. The Bachelor programs are offered in fields such as teaching, translation, linguistic, literary, and cultural studies, aiming to train specialists capable of serving in both the public and private sectors. Students are also given the opportunity to pursue advanced studies in the fields of communication, translation, and teaching.

As part of internationalization and the offering of new study programs, and in support of Articles 70-71 of Law No. 80/2015 and Articles 46-47 of the University of Tirana Statute, the Faculty of Foreign Languages is in the process of approval by the Ministry of Education and Sport (MAS) for the following new study programs:

- “Bachelor in French and Chinese Language and Culture” in collaboration with Beijing University, China.
- “Bachelor in English Language with a Profile in Public Relations” in collaboration with Kaunas University, Lithuania.

## **2.2. DEVELOPMENTS IN CURRICULA IN THE SECOND CYCLE OF STUDY**

Regarding the Master’s programs, in accordance with the Higher Education Law 80/2015 as well as Instruction No. 1, dated 14.01.2020, "On the documentation and procedures for opening, reorganizing, and closing higher education institutions, their departments, main units, and study programs, as well as for the division or merger of higher education institutions," Chapter IV "Opening, Reorganizing, and Closing Study Programs," and the University of Tirana Statute 2018, Article 105.

In implementation of the MAS decision “On the alignment of Teacher Education Programs at the national level,” the Faculty of Foreign Languages has applied for a reorganization affecting more than 20% of the study program credits, as follows:

1. Master of Science in Foreign Language Teaching, English Language
2. Master of Science in Foreign Language Teaching, French Language
3. Master of Science in Foreign Language Teaching, Italian Language
4. Master of Science in Foreign Language Teaching, German Language
5. Master of Science in Foreign Language Teaching, Turkish Language
6. Master of Science in Foreign Language Teaching, Greek Language

as well as for the launch of a new program: Master of Science in “Foreign Language Teaching, Spanish Language.”

## **Annual Quality Assessment Report at the Faculty of Foreign Languages 2023 - 2024**

The study programs are carefully organized, harmonizing all constituent components and complying with the current legislation regarding the organization of study programs (Council of Ministers Decision No. 41, dated 24.01.2018, amended by Council of Ministers Decision No. 879, dated 18.12.2019).

In terms of quality assurance and recognition of the programs offered, the Faculty of Foreign Languages has applied for accreditation with ASCAL and is currently in the process of accreditation for the second-cycle study programs as follows:

1. Master of Science in Technical-Literary Translation and Interpretation;
2. Master of Science in Turkish Language Teaching for Upper Secondary Education, for the academic years 2021-2023.

All required documentation has been submitted, and the faculty is awaiting the visit of the expert group to the institution in December 2024.

### **2.3. DEVELOPMENTS IN CURRICULA IN THE THIRD CYCLE OF STUDY**

Doctoral study programs are included in the third cycle of university studies, upon completion of which the degree of “Doctor” is awarded. These programs aim to promote scientific research in a specific field to introduce innovations in scientific thought and contributions of social relevance and benefit.

#### **2.3.1. Activities Conducted:**

Scientific Activities 23-24: conferences, seminars, scientific forums, round tables, workshops:

- 5 conferences: international and national
- 226 seminars, workshops, scientific forums, roundtables, student days

### **3.LINK BETWEEN STUDY PROGRAMS AND THE LABOR MARKET**

The study programs offered by FGJH are designed based on competencies (field/professional), corresponding to specific learning outcomes and skills aimed at personal and independent development, social and communicative competence, basic knowledge of the languages studied, knowledge of the literature, culture, and history of the countries whose language is being studied, the ability to conduct research on linguistic, literary, and cultural issues, and knowledge in areas such as intercultural communication, intercultural competence, cultural encounters, teaching, translation, and interpretation according to the study profiles.

In 2024, FGJH conducted an analysis of the labor market for graduates of the year 2023. To carry out this study, several tools were used, including: statistical data analysis of the labor market in the teaching sector; official statistics on the employment of translators in the domestic market; questionnaires with key stakeholders (domestic tourism agencies and operators); data on

## Annual Quality Assessment Report at the Faculty of Foreign Languages 2023 - 2024

education providers in the tourism sector; surveys with FGJH graduates; and statistical data analysis based on official sources for the labor market in the tourism sector.

### 4. STUDENT EVALUATION (Questionnaire “Course and Lecturer Evaluation by Students” – APPENDIX NO. 1)

During the academic year 2023-2024, students were evaluated through the questionnaire “Course and Lecturer Evaluation by Students,” conducted over two semesters, two weeks before each exam session for the first cycle, Bachelor. The study methodology is both quantitative and qualitative. The developed questionnaires were prepared in accordance with the quality instruments package approved by Academic Senate Decision No. 51, dated 23.12.2020. The implementation of student evaluation for teaching quality is determined by the Quality Assurance Regulation at UT (Article 26, letter h) and is conducted at the end of each semester or before the exam period.

The questionnaire consists of 9 questions divided into the main sections:

1. Course content and organization
2. Infrastructure
3. Learning environment and teaching methods
4. Learning resources
5. Assessment
6. Lecturer
7. Assignments

Students responded to the questions according to the individual rating scale as follows:

- Strongly agree
- Agree
- Don't know
- Disagree

Additionally, after each question, in the “Comments” section, students had the opportunity to provide their opinion regarding the course, teaching, and lecturer.

The design and distribution of the questionnaires were carried out by the Quality Office in cooperation with the FGJH Internal Quality Assurance Unit (NJSBC) and the basic units' NJSBC. The questionnaire results were collected electronically via Teams Forms, processed in Excel format by the Quality and Curriculum Office, and forwarded to the heads of the basic units. After receiving the results, the head of each basic unit distributed them individually to each member of the unit and subsequently organized a meeting to analyze and discuss the results and the necessary measures to be taken.

The percentages and analyses for each section and question at the faculty level for semester 1 are presented below, as the data at the unit level are treated and analyzed within the respective

## Annual Quality Assessment Report at the Faculty of Foreign Languages 2023 - 2024

departments, and the basic units' NJSBC prepare their reports for each unit, which are then archived and forwarded to the Main NJSBC.

### Quality of Course Content and Organization

Questions	Strongly Agree	Agree	Don't Know	Disagree
1. I believe the course was well structured to achieve the learning outcomes (good balance between lectures, seminars, labs, assignments, and consultations, etc.).	60%	32%	6%	3%
2. The learning and teaching methods encouraged participation.	58%	33%	5%	4%
3. The course objectives, ideas, and concepts were clear.	60%	31%	6%	3%
4. The course workload was manageable.	44%	45%	7%	3%
5. The course stimulated interest in the field of study.	54%	36%		

### Learning Environment and Resources

Questions	Strongly Agree	Agree	Don't Know	Disagree
1. Learning materials (texts, printed lectures, supplementary materials, etc.) were appropriate and useful.	61%	33%	4%	2%
2. Recommended books were important and appropriate.	57%	33%	5%	3%
3. The provision of learning resources in the library was sufficient.	50%	36%	11%	3%
4. The provision of learning resources on the Internet was sufficient.	55%	36%	7%	3%
5. Classrooms had the necessary logistics and conditions to ensure a quality learning process.	56%	36%	5%	3%

### Evaluation

Evaluation Questions	Strongly Agree	Agree	I Don't Know	Disagree
<b>Assignments</b>				
1. The assignments were useful.	59%	34%	4%	2%
2. I was satisfied with the amount of independent work required to complete the assignments.	57%	35%	5%	3%
3. The instructor guided us in completing the assignments.	64%	31%	3%	2%
4. Feedback received on assignment evaluation was useful.	59%	34%	5%	2%
<b>Assessment Methods</b>				

## Annual Quality Assessment Report at the Faculty of Foreign Languages 2023 - 2024

Evaluation Questions	Strongly Agree	Agree	I Don't Know	Disagree
1. The assessment methods were varied and appropriate.	57%	36%	5%	3%
2. Assessment results are provided on time.	61%	31%	6%	3%
3. Assessment is fair and transparent.	64%	28%	6%	2%

### INSTRUCTOR

Evaluation Questions	Strongly Agree	Agree	I Don't Know	Disagree
1. The instructor has command of the course content.	68%	26%	4%	2%
2. The instructor uses a variety of teaching methods.	58%	33%	5%	4%
3. The instructor explains the course content clearly and effectively.	64%	28%	5%	3%
4. The instructor responds to students' questions, needs, and requests.	67%	27%	4%	2%
5. The instructor interacts effectively with students (e.g., announcements of changes, timely provision of materials, etc.).	64%	30%	4%	3%
6. The instructor creates an atmosphere that fosters learning in the classroom.	62%	31%	5%	3%
7. The instructor shows respect for students and encourages participation in class.	68%	26%	4%	2%

### Final Evaluation

Evaluation Questions	Strongly Agree	Agree	I Don't Know	Disagree
1. I was actively engaged during the course.	36%	58%	19%	7%
2. I believe I have made progress in this course.	34%	38%	21%	8%

The following presents the percentages and analysis for each section and question at the faculty level, Semester 2.

#### Quality of course content and organization.

Evaluation Questions	Strongly Agree	Agree	I Don't Know	Disagree
1. The course presents a well-structured relationship between lectures/seminars/labs/assignments/consultations, etc.	74%	22%	3%	1%
2. The course offers a variety of motivating and engaging activities and	73%	22%	3%	2%

## Annual Quality Assessment Report at the Faculty of Foreign Languages 2023 - 2024

Evaluation Questions	Strongly Agree	Agree	I Don't Know	Disagree
information resources.				
3. The course provides content and a level of difficulty appropriate for student development.	71%	24%	3%	

### Learning environment and resources.

Evaluation Questions	Strongly Agree	Agree	I Don't Know	Disagree
1. Library resources have been sufficient and have supported my studies and research for the course.	66%	25%	6%	

### Evaluation.

Evaluation Questions	Strongly Agree	Agree	I Don't Know	Disagree
1. Course assessment has been carried out using various methods and in the appropriate proportion between exams, coursework, projects, and class participation.	72%	23%	3%	2%
2. Continuous assessment throughout the course has been useful for my progress in this course.	71%	23%	4%	2%
3. Course assessment has been fair and transparent.	74%	22%	3%	1%

### INSTRUCTOR

Evaluation Questions	Strongly Agree	Agree	I Don't Know	Disagree
1. The instructor uses the necessary technologies (web resources, interactive boards, online platforms, etc.) to make teaching engaging and clear.	73%	22%	3%	2%
2. The instructor respects the program regulations, ethics, interaction, and the reciprocal instructor-student relationship.	73%	22%	3%	2%

**Course Structuring:** Around 74% of students fully agree that the course presents a well-structured relationship between lectures, seminars, laboratories, assignments, and consultations, creating a balanced learning experience.

**Variety of Activities:** 73% of students evaluate that the course offers a variety of motivating activities and information resources, making the learning process more engaging and stimulating.

## Annual Quality Assessment Report at the Faculty of Foreign Languages 2023 - 2024

**Level of Difficulty:** 71% of students believe that the course provides content and a level of difficulty appropriate for their development, supporting their academic growth.

**Library Resources:** 66% of students fully agree that library resources have been sufficient and have significantly supported their studies and research.

**Assessment Process:** 72% of students fully agree that the course assessment has been carried out using various methods and in the appropriate proportion between exams, coursework, projects, and class participation. Assessment is perceived as fair and transparent by 74% of students.

**Use of Technology:** 73% of students fully agree that instructors use the necessary technologies to make teaching engaging and clear.

### CONCLUSIONS

1. **Improvement of the Teaching Process:** Questionnaire results show a high level of student satisfaction regarding course content, clarity of learning objectives, and teaching organization methods. Students positively appreciate assessment, opportunities for interaction with instructors, and the quality of explanations.
2. **Instructor Engagement:** Instructors have been praised for their preparation and commitment, as well as their ability to create a positive and stimulating classroom atmosphere, encouraging active student participation and interactive learning.
3. **Assessment Methods and Learning Resources:** Various assessment methods, including interactive seminars, regular assignments, and projects, have been positively evaluated. Students are satisfied with the learning resources provided and the opportunities for research.
4. **Relationship with Instructors:** Students have expressed high satisfaction with their relationship with instructors and the opportunities to receive useful feedback regarding their academic performance.

### RECOMMENDATIONS:

1. **Promotion of Libraries and Online Resources:** The use of libraries and online resources should be promoted more frequently to help students develop their knowledge.
2. **Improvement of Test Structuring and Balanced Question Design:** It is suggested to improve the formulation of exam questions to make them clearer and more straightforward, as well as to encourage active participation during seminars.
3. **Use of Technology in Teaching:** Students have requested more frequent use of interactive boards and technological tools in practical courses to enrich the learning experience.
4. **Efficient Information for Students Uncertain About Responses:** Attention should be given to the small percentage of students who indicate in their responses that they do not know how to answer. This involves the relevant units and academic staff providing the necessary information regarding the course and its various aspects.

Annual Quality Assessment Report at the Faculty of Foreign Languages 2023 - 2024

**Questionnaire: “Course and Instructor Evaluation by the Student”**  
**(Appendix No. 1)**

Question	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
The course presents a well-structured relationship between lectures/seminars/labs/assignments/consultations, etc.				
The course offers a variety of motivating and stimulating activities and information resources.				
The course provides content and a level of difficulty suitable for student development.				
The instructor uses necessary technologies (web resources, interactive boards, online platforms, etc.) to make the teaching engaging and clear.				
The instructor respects program regulations, ethics, interaction, and reciprocal student–instructor relationships.				
Library resources have been sufficient and helpful for my studies and research related to the course.				
Course assessment has been carried out with various methods and in the proper proportion between exams, assignments, projects, and class participation.				
Continuous assessment throughout the course has been useful for my progress in this course.				
The course evaluation has been fair and transparent.				

**Comments and suggestions:** .....