



# **Institutional Review of Higher Education Institutions in Albania**

**Report of University of Vlora  
'Ismail Qemali'**

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## About this review

The overall aim of Institutional Review is to assess the extent to which each HEI meets the Albanian State Quality Standards, which came into force in 2011. Institutional Review is a peer-review process with each review team composed of a mix of UK reviewers appointed by QAA and Albanian reviewers appointed by the Albanian Public Accreditation Agency for Higher Education (APAAL). The review team is led by a QAA Reviewer.

The resulting reports will serve not only for institutional accreditation based on the extent to which the HEI meets the standards, but will also inform the HEIs, Albanian government, the public and students of how each HEI meets the standards. This report also helps the HEI to identify priorities for enhancement (the process by which higher education providers systematically improve the quality of provision and the ways in which students' learning is supported).

The Albanian State Quality Standards have been grouped under five Evaluation Areas: The Organisation and its Management; Resourcing; The Curriculum; Teaching, Learning, Assessment and Research; and Students and their Support. This report identifies features of good practice, recommendations, affirmations of action in progress and weaknesses for each Evaluation Area, together with a judgement as to how well the HEI meets the standards. The judgements that the reviewers may assign are: standards are fully met; standards are substantially met; standards are partly met; or standards are not met.

Finally, the reviewers conclude by recommending a summary judgement to APAAL's Accreditation Council. This overall judgement is one of four levels:

- **State Quality Standards are fully met**
- **State Quality Standards are substantially met**
- **State Quality Standards are partly met**
- **State Quality Standards are not met.**

As part of the report-writing process, QAA has provided expert support to the review team by ensuring that the review team supports the findings made in the report with evidence, and also by proofreading and summarising the full report for the summary below.

## **The context of this review**

The University of Vlora 'Ismail Qemali' is a public university established by government decree in 1944 as Vlora Technological University, and renamed as the University of Vlora 'Ismail Qemali' in 2007. Its founding faculties (Commerce, Naval Engineering and Nursing) were based on its legacy institutions, dating back to 1919, and on discipline expertise built up in those institutions. Since 1994 the University has grown in size and subject offering, in response to the regional needs of Southern Albania. It now has four faculties and 16 departments, offering programmes across all three cycles of study, and around 200 full-time academic staff members. It is characterised by its strong regional role and local networks.

## Summary report

A self-evaluation report (SER) was developed by a team at the University which included representatives from all faculties and a student representative. Drafts, drawing upon evaluation reports developed in each area, were circulated to a wider audience within the University and viewed by the Rector before being finalised by the self-evaluation writing team. The review team found some constraints in the presentation of the report, which did not specifically reference each Standard and where an amount of the supporting evidence was not available in English. The report's description under each Evaluation Area was helpful to the review team in assessing the extent to which the University met the Standards; however, the University's own self-evaluation judgements were more positive than those reached by the review team.

The visit took place over two days. The review team was made up of four senior higher education reviewers from the UK and two experienced higher education members of staff from Albanian higher education institutions. The review team was supported by a Review Manager and note-taker provided by APAAL, the agency responsible for reviews of higher education in Albania. The review team was provided with a self-evaluation report and a portfolio of supporting evidence eight weeks in advance of the review visit, and supplemented by additional documentation requested. In all, some 255 documents were considered, and enabled the team to familiarise themselves with the structure, policies, management procedures and the nature of teaching and research activity undertaken by the University. Evidence considered included the Statute of the University, Academic Regulations, Annual Reports, admission and orientation procedures, the range of external agreements, examples of programme information, and evidence from deliberative meetings.

A series of meetings took place during the two days of the review visit, which allowed the review team to gain a clearer understanding of responsibilities, procedures and the views of staff and students. The review team met with the Rector, senior managers, students, lecturers, administrative and support staff and external stakeholders. Notes were taken at all meetings. As part of a tour of the campus, the review team viewed the library, teaching spaces and IT laboratories and were able to view the University's online and electronic information systems for staff and students. Having reviewed all evidence available, the team reached the conclusions set out below.

The University meets the standards substantially for the Organisation and its Management. The responsibilities for the organisation and management of the University are clearly set out in the University Statutes and regulations and the appropriate committees are in operation as the University works towards full implementation of the new legislation. The establishment of the Internal Quality Assurance and Evaluation Unit, the adoption of a new development strategy and the work underway to monitor systematically the employment of graduates were affirmed. The review team did not identify any weaknesses, recommendations or features of good practice.

The University meets the standards partly for Resourcing. The responsibilities for resources are set out in the Statute and regulations and are carried out appropriately through the Rectorate, Senate and Administration Board. The University has generally appropriate processes for managing its human and physical resources but the effectiveness of those processes is limited by budgetary constraints. While the review team affirmed the steps taken by the University to improve the infrastructure, the impact thus far has not been sufficient. The review team identified as a weakness the failure to meet the standards relating to space and the variable condition of accommodation and facilities. The review team recommended that the University takes steps to ensure that its physical resources conform

to required State standards and assure the quality of learning opportunities. The review team did not identify any features of good practice.

The University meets the standards fully for the Curriculum. The University offers programmes in all three cycles of study and seeks to provide curricula which are focused on the needs of the economy, regionally, nationally and internationally. The University works closely with local employers to provide work placements and internships to enhance the employability of its students. The review team affirmed the work being done by the University to strengthen its lifelong learning provision. The review team did not identify any weaknesses, recommendations or features of good practice.

The University meets the standards substantially for Teaching, Learning, Assessment and Research. The University's Internationalisation Strategy is reflected in its teaching and research ambitions and, while acknowledging the resource constraints, there is in general good participation in external projects. The review team identified as a weakness the absence of a scheme for training both new staff initially and established staff continuously to improve their teaching and recommended that the University implement an effective system and accompanying procedure to develop all teaching staff in teaching, learning and assessment, taking into account current best practice. The review team affirmed the steps the University has started to take to address support for researchers. The review team did not identify any features of good practice.

The University meets the standards substantially for Students and their Support. The admission of students to programmes is managed in line with the Statute and regulations and students (both prospective and current) are able to access clear information about the study programmes and the University's services. A good level of support is provided to students by academic and administrative staff, including careers advice provided through the Student Counselling Centre. There is provision for student participation in University governance and a Student Council has been established (but is not yet fully operational). The review team affirmed the steps being taken by the University to improve its staff-student ratio; the steps being taken to increase and enrich library stock; and the establishment of the Student Council. The review team did not identify any weaknesses, recommendations or features of good practice.

## Summary of findings

### Good practice

The review team did not identify any features of good practice.

### Weaknesses

The review team identified the following weaknesses:

- the absence of a scheme for training both new staff initially and established staff continuously to improve their teaching (paragraph 4.12; **Chapter I Standard II.4**)
- the failure to meet the standards relating to space and the variable condition of accommodation and facilities (paragraph 2.16; **Chapter III Standard V.1**).

### Recommendations

The review team identified the following recommendations:

- that the University implements an effective system and accompanying procedure to develop all teaching staff, to include first, second, and third-cycle teachers, in

- teaching, learning and assessment, taking into account current best practice (paragraph 4.12; **Chapter I Standard II.4**)
- that the University takes steps to ensure that its physical resources conform to required State standards (**Chapter III Standard V.1** and particularly criterion 5) and assure the quality of learning opportunities (paragraph 2.16; **Chapter III Standard V.1**).

## Affirmation of action being taken

The review team affirms the following actions already in progress:

- the steps being taken to review and revise the arrangements for the assurance of quality and standards through the establishment of the Internal Quality Assurance and Evaluation Unit (paragraph 1.7; **Chapter III Standard I.4**)
- the activity underway to develop and adopt a new development strategy (paragraph 1.9; **Chapter III Standard I.5**)
- the work underway to monitor systematically the employment of its graduates (paragraph 1.15 and 5.16; **Chapter III Standard III.1**)
- the work being undertaken by the University to strengthen its lifelong learning provision (paragraph 3.2; **Chapter I Standard I.2**)
- the steps the University has started to take to address support for researchers, deriving from the action plan in the Human Resource Strategy for Researchers (paragraph 4.23; **Chapter II Standard I.8**)
- the steps being taken by the University to improve its staff-student ratio (paragraph 5.6; **Chapter I Standard III.1**)
- the steps being taken to allocate library budget through University budgeting mechanisms and to enrich library stock through donations in order to effectively support students' learning and research (paragraph 5.10; **Chapter I Standard II.5**)
- the steps being taken to establish the Student Council which will formalise and improve the communication between students and decision-making bodies of the University (paragraph 5.14; **Chapter I Standard III.7**).

## Summary of judgements for each Evaluation Area

- 1 The Standards for the Organisation and its Management are **substantially met**.
- 2 The Standards for Resourcing are **partly met**.
- 3 The Standards for the Curriculum are **fully met**.
- 4 The Standards for Teaching, Learning, Assessment and Research are **substantially met**.
- 5 The Standards for Students and their Support are **substantially met**.

## Summary judgement

The review team recommends to the Accreditation Council that at the University of Vlora' Ismail Qemali the State Quality Standards are **substantially met**.

## Detailed report

### Evaluation Area 1: The Organisation and its Management

1.1 The University of Vlora 'Ismail Qemali' is a public university established by government decree in 1994. It has its own statutes which are designed to reflect the University's mission and fit within the requirements of Albanian higher education law. [1.1] The statutes, and the formal regulations to which they give rise, provide the basis for the structure, organisation and day-to-day operation of the University as well as defining the rights and obligations of staff and students. [1.2] Over time, both the statutes and the regulations have been amended in response to changes in the external environment, and to facilitate improvements in the operation of the University. In addition, each faculty and department has its own internal set of regulations. [1.6] Last year Senate established a working group to draft new statutes and regulations following the enactment of the higher education law 80/2015. The implementation of proposed changes is underway. A detailed revised organisational structure was agreed by Senate early this year. [AE18] Final adjustments to the organisation and structure of the University await further guidance from the Ministry of Education and Sport. [Chapter III Standard I.1]

1.2 The University's statutes and regulations define the structure and organisation of the University which centres on three key bodies -the Rectorate, the Senate and the Administration Board. [1.1; 1.2] The Rectorate comprises the Rector, two Vice-Rectors, deans of faculties and the University treasurer: all except the last being elected posts. The Rectorate is responsible for the University's budget and the operation of the University at both institutional and faculty level. [FE1.2; 1.3a; 1.3b] The Senate, chaired by the Rector, is the University's highest academic authority and includes elected representatives of staff and students. [M3] In order to organise its work effectively Senate has established three committees focused broadly on finance, curriculum and research. [AE20] The Administration Board, reconstituted this year to meet the requirements of law 80/2015, involves members of the University and the Ministry of Education and Sport. The Board maintains oversight of financial and administrative affairs and works with Senate and the Rectorate to develop budgets and resource plans. [M4] A fourth central body is the Council of Ethics which advises on matters relating to ethics and standards of academic life, as well as investigating breaches of the University's Code of Ethics. [1.8; AE22] The University is in the process of setting up an Advisory Board of 15 eminent figures, both national and international, to advise the Senate on external and strategic matters. [FE4.1; M1; M3]

1.3 The written documentary evidence presented by the University, and discussions held with staff and students, demonstrate that management structures are in place which operate as required by the University's statutes and regulations. The University is structured into four faculties subdivided into 17 departments: these units are led by elected faculty deans and heads of department. Faculties and departments have their own regulations derived from the University's statutes and regulations. [1.6] Under previous legislation each faculty had a collegial Council of Faculty which, among other responsibilities, oversaw the planning and deployment of the faculty's resources and the management of its provision. These responsibilities are being moved to deans and administrative units pending further guidance from the Ministry of Education and Sport. [M2] Under previous legislation a Council of Professors operated in one faculty which had a doctoral programme. [1.7] The work of this body is also being reorganised under the new legislation.

1.4 Elections have been held recently for the elected posts of dean and head of department noted above and for key bodies such as the Senate and Administration Board. [1.1; 1.2] [Chapter III Standard I.2]

1.5 Senate and the Administration Board meet formally on a regular basis. They operate within University regulations which set out their role, purpose and mode of operation. **[1.2]** Senate papers are circulated to members several days in advance. **[M3]** Senate committees filter issues and present relevant papers to Senate to expedite decision-making. The Administration Board meets twice a month with informal meetings and electronic exchanges of view in between to ensure timely decision-making. Formal processes of minute-taking and signing-off decisions are employed. **[M4]**

1.6 The University has effective systems for alerting staff and students to matters which are to be discussed at Senate and for cascading decisions downwards through elected representatives, deans' offices and departments. Staff and students who met the review team confirmed that these channels operated effectively. **[M3; M5a; M5b; M8]** **[Chapter III Standard I.3]**

1.7 Higher education law guarantees the University's autonomy with respect to the external world. Internally the University's autonomy is guaranteed through its statutes and regulations. The University is subject to both external and internal audit. Prior to the reorganisation that was initiated in response to law 80/2015, formal audit was carried out by the Ministry for Education and Sport. **[AE19]** A unit entitled the Internal Quality Assurance and Accreditation Unit was established in 2013. Its work included data gathering and analysis for the 2017 Institutional Review. **[AE12]** Two new units have been set up in the revised organisation. **[AE18]** The first of these is an Internal Audit Unit reporting to the Academic Senate and the Administration Board. This unit combines legal and economic expertise and will audit academic, economic, financial and administrative activity. The second entity is the Internal Quality Assurance and Evaluation Unit (IQAEU) comprising three members of staff. Its remit includes reviewing the quality and standards of the University's study programmes and research, as well as the quality and management of the resources and services which underpin them. It uses as a point of reference the quality assurance framework developed by APAAL. **[AE4]** The unit has commenced operation and has approved pro formas for the evaluation of academic staff performance and student engagement in enhancement. **[M9]** To benefit from external inputs and expertise, the University is participating in a joint Erasmus project with a university in the Czech Republic on development of institutional quality assurance. **[1.35]** The review team **affirms** the steps being taken to review and revise the arrangements for the assurance of quality and standards through the establishment of the IQAEU. **[Chapter III Standard I.4]**

1.8 An Office of Projects and External Relations has been very recently established under the new structure, to capitalise on European Union and other funding. **[1.16]** The role of the office includes seeking out opportunities for staff and student mobility and research; assisting in making project bids; and project management. **[M9]** **[Chapter III Standard I.4]**

1.9 The University's development strategy was written to cover the years 2008-13, and later extended to 2013-17. **[3.13]** Decision-making is currently guided by a shared vision and a desire to internationalise, improve quality, and upgrade infrastructure. **[M3]** Since 2016, faculties and academic departments have been required to review and revise their strategies, previously approved in 2014, as part of the development of a new institutional level strategy. **[AE7; 8; M3]** The University has also framed and adopted a new Human Resources Strategy for Researchers and an Internationalisation Strategy. **[1.19; 1.20]** A draft institutional level strategy has been produced by a working group led by the Vice-Rector for Institutional Development and Communication. It will be presented to Senate in June 2017. The draft strategy confirms the University's mission as a regionally based institution undertaking teaching and research, providing career opportunities for staff and students, and contributing to the social, cultural and development needs of Albania. The document analyses the choices facing the University and identifies appropriate goals,

objectives and target activities to fulfil its mission. **[AE2]** The review team **affirms** the activity underway to develop and adopt a new development strategy. **[Chapter III Standard I.5]**

1.10 The University publishes an annual report on its academic, research and financial activity. **[FE1.6]** The institutional level report is developed from reports prepared at faculty level, while the financial sections are prepared by the Administration Council, now the Administration Board. The report is discussed widely and approved by Senate in an open meeting that includes members of the Administration Council/Board, staff and students. The report contains extensive quantitative and qualitative analysis of the previous year's activity. Issues, aims, objectives and proposed actions are identified within the report for each area of activity and constitute action plans for faculties and central units. A copy of the report is sent to the Ministry of Education and Sport. **[Chapter III Standard I.6]**

1.11 Academic freedom is enshrined in the statutes and regulations of the University. **[1.1; 1.2]** As an autonomous body the University defines its mission, admission criteria, programme provision and organisation within the framework of higher education law. Academic freedom is supported by delegation of responsibilities to faculties and departments; appointment of suitably qualified staff; and encouragement of independent scholarship and research. The University is able to pursue its mission by signing agreements with different categories of partners in Albania and abroad (see paragraph 1.17 below).

1.12 The University offers programmes in all three cycles. There is only one programme, mathematics, in the third cycle. The numbers of programmes are evenly split between first and second cycle, but first-cycle students outnumber second-cycle students four to one. The University has over 200 full-time academic staff. There are six full professors and 27 associate professors. More than half of the full-time academic staff have doctoral degrees. **[APAAL datasheet]** Academic staff are organised into four faculties, all of which contain at least three departments, and meet the stated requirements for critical mass and qualifications. The University has a public website which contains information about the University and its activities; some pages relating to topics such as exchanges and conferences are available in English. **[<http://univlora.edu.al>] [Chapter III Standard II.1]**

1.13 Formal boards, Senate, Administration Board and the Council of Ethics operate at institutional level. Councils of Faculty and Professors, which operated previously at faculty level, are not operating currently and are in the process of replacement by new processes and bodies following the enactment of law 80/2015 and the drafting of new faculty and departmental regulations.

1.14 Students can raise matters through their representatives and expect the Student Council to be an important vehicle for raising issues when it is fully operational. Students indicate that their views are heard and responded to and gave examples which included a positive response by the University to the request for more nursing practice, provision of extra tuition prior to examinations, and a change to the assessment load for first-cycle students. **[M2; M5a; M5b]** Staff are able to raise issues at departmental level which can then be escalated to faculty level and to the Rectorate and Senate. Decisions of Senate and Administration Board are published using electronic or paper media; and cascaded downwards to departments and student bodies. **[M3; M4]** Open meetings are held to discuss documents of University-wide significance such as the annual report and the self-evaluation document prepared for this review. **[M2] [Chapter III Standard II.3]**

1.15 The University is located in a small town which acts as the commercial and municipal centre of its region. It is characterised by strong local networks that include the University. These networks give access to information about the local economy and demand for graduates. **[FE1.28; M6a; M6b]** University of Vlora graduates dominate employment in many local organisations such as the tax office, banks, schools and nursing staff in local

hospitals. Most local business leaders are University alumni. The University maintains contact with employers through its Student Counselling Centre in relation to opportunities for internships, jobs and information on graduates employed in their organisations. [AE18 p.13-14] The Centre is also responsible for supporting and organising the alumni association which is at an early stage of development. The Centre works with a network of coordinators based in faculties and departments. [M2] The Directorate of IT and Statistics has the responsibility to 'develop and manage the electronic register of UV graduates according to the official data of the faculties'. [AE18 p.16] A spreadsheet has been set up based on data for about a thousand graduates from the last 15 years employed in local organisations. [FE1.9] However, alumni confirm that while local employment of graduates is significant, many of their classmates have moved elsewhere in the country or abroad. [M6a] The review team affirms the work underway to monitor systematically the employment of its graduates. [Chapter III Standard III.1]

1.16 The University respects rules of competition for staff, students and resources. Transparent, meritocratic criteria are used in recruitment and selection of both staff and students. Programme information and fees are published on the University's website along with other information about the University including its mission, values and organisation. [Chapter III Standard III.1]

1.17 The University identifies the development of new partnerships at local, national and international level among its strategic priorities. [AE2] Cooperation and partnership are central to the University's goals of internationalisation, increased research activity, and provision of high quality education. Faculty and departmental strategies also emphasise the importance of collaboration. The University has in place several agreements with higher education institutions in Albania and abroad to facilitate staff and student exchange and to undertake joint research. [1.32.1; 1.32; 1.33] Partnerships are also in place with non-educational organisations which support teaching and research in various ways. Cooperation is further encouraged through hosting academic conferences for example with the University of Business and Technology in Kosovo. [<http://conferences.ubt-uni.net/2016>]

1.18 A new Office of Projects and International Relations has been very recently established under the aegis of the Vice-Rector for Institutional Development and Communications. The remit of this office includes the promotion of partnerships and the establishment of collaborative relationships. [AE2] [Chapter III Standard III.2]

1.19 Many of the programmes provided by the University are of an applied nature and all second-cycle qualifications include work placement. The University has agreements in place with local hospitals to provide internships for nursing students. [1.32; 1.36; FE1.8] There is a close relationship between the University and the local education board to facilitate students to undertake teaching practice and meet the requirements for their professional licence. [M6b] Internship opportunities are provided by both public and private organisations which are of mutual benefit to both parties. These opportunities are often facilitated by alumni. [M6a] Students can also participate in joint research initiatives such as those sponsored by the Regional Development Centre. [M6b] Programmes at all levels benefit from guest speakers, staff access to current practice, and feedback from employers on curricula and student performance. [Chapter III Standard III.3]

1.20 The University's commitment to encouraging mobility is enshrined in its statutes which state that it 'considers exchange and student and staff mobility one of its primary tasks'. [1.1] Mobility is also at the heart of the Internationalisation Strategy and the draft institutional strategy. [AE2] The University has partnerships and agreements in place that facilitate mobility through programmes such as Erasmus. Students are aware of the opportunities. [M5b] However, flows of visiting and exchange staff and exchange students

are modest, partly because of language. The University has no enrolled foreign students despite having quotas for Albanian students from Montenegro, Kosovo and Macedonia.

**[FE3.1]**

1.21 The University's newly established Office of Projects and International Relations is responsible for supporting mobility and assisting incoming and outgoing staff and students. Key documents and information for overseas students are available in English on the University website. [<http://univlora.edu.al/en>]

1.22 The University encourages international activity in research and scholarship through joint projects and conferences. A global network of Albanian researchers has been set up to assist in developing international relationships and supporting mobility.

[<http://univlora.edu.al/en/arkiva/8221>][*Chapter III Standard III.4*]

## Findings

### Good practice

The review team did not identify any features of good practice.

### Weaknesses

The review team did not identify any weaknesses.

### Recommendations

The review team did not identify any recommendations.

### Affirmation of action being taken

The review team affirms the following actions already in progress:

- the establishment of the Internal Quality Assurance and Evaluation Unit (paragraph 1.7; *Chapter III Standard I.4*)
- the activity underway to develop and adopt a new development strategy (paragraph 1.9; *Chapter III Standard I.5*)
- the work underway to monitor systematically the employment of its graduates. (paragraphs 1.15 and 5.16; *Chapter III Standard III.1*).

## Judgement

**The Standards for the Organisation and its Management are substantially met.**

## Evaluation Area 2: Resourcing

2.1 The University pursues an open policy in relation to the recruitment and employment of human resources. The University's Statutes (Articles 38-52) [1.1] and Regulations (Articles 26-34) [1.2] set out the principles and framework for human resources, which is set out in detail in the Human Resource Strategy[1.19] and the Academic Personnel Recruitment Procedure. [2.2] Evidence was provided of these procedures having been carried out in practice through documents setting out the scoring of applicants, decision, verification, workload and offer letters. [2.4B; 2.6; 3.19-3.22] The University has a planning process that identifies its annual staff needs and the proportion that are part-time. [2.1; 2.2] The University prioritises the recruitment of academics from internationally recognised universities through the allocation of additional points in its candidate scoring matrix. [2.5] The University is a signatory to the European Charter for Researchers and the Code of Conduct for the recruitment of Researchers, [2.2] and has in place agreements with the University of Tirana for the promotion of staff to the professoriate in areas in which it does not have third-cycle programmes. [SER p.19] The University advertises vacancies on its own website and that of the Public Procurement Office, and publishes its organisational structure on its website. [Ev verified 15/4/17, <http://univlora.edu.al/organigrama>] [Chapter III Standard IV.1]

2.2 The University does not have a formal induction procedure. However, there is a common expectation and practice that new staff will be monitored and assisted by a senior professor within the discipline area, or by their line manager for administrative staff. [M2; M8] Induction is then informal and ad hoc. In addition, there is no induction or ongoing formal training for staff in pedagogy. There is evidence of 'training the trainers' programmes and other courses that staff have attended, but these appear to be technical training and updating (an example is from Navigation) [2.8] and not general induction or pedagogic training. It was reported that staff are almost entirely former students of the University and have held part-time positions and so the need for induction is reduced. There is evidence of staff involvement in open-days and other events and in the distribution of information materials. [2.7; 3.2; 3.3; 3.4] The University may wish to consider introducing a formal induction programme to ensure staff are consistently and systematically introduced to their role and to the expectations and demands of teaching and administration within the University. [Chapter III Standard IV.2]

2.3 The University pursues a policy of the periodic assessment of its staff skills. The University sets out in its Statutes [1.1] and University Regulations [1.2] the principles and responsibilities for the appraisal of the performance of staff. The head of department is responsible for the evaluation of staff [1.2 Article 23] while the coordination of the review function and the issuing and collation of questionnaires and other forms of information gathering are the responsibility of the recently formed Internal Quality Assurance and Evaluation Unit. [1.1 Article 52, AE4] The regulations state that this Unit aims to review periodically the efficiency of didactic activities and professional practice, the process of assessing knowledge acquisition, graduation and other administrative and financial activities undertaken by the University each semester and submits an evaluation report to the Rector. [1.2 Article 86] Staff confirmed that appraisal meetings are conducted annually by the head of department, as part of the annual evaluation of the work of the department, and draw upon a range of information including student feedback questionnaires. [M8] Students confirmed that they are asked to complete questionnaires on the performance of their tutors on a termly basis and gave examples of how matters that they have raised have been acted upon by the University. [M5a] It was reported to the review team that information on staff review is fed into the departmental annual reports (see paragraph 4.7 below).

2.4 The University encourages the participation of its staff in western universities through mobility and collaborative agreements [1.33; 1.34] and recognises the achievement of its staff via the promotion ladder and some financial contributions to participation in conferences and the publication of papers. [SER p.20; 2.8; 2.9; 2.10] The University does not require foreign professors to be present on its promotion committees and does not apply the criterion of one year's experience in a western university for promotion to full professor (State Standards 1V.3 criteria 3 and 4) because it is not yet entitled to offer promotion to full professor. [SER p.20; Ref CMD no 467, 18.07.2007][Chapter III Standard IV.3]

2.5 The University pursues a policy of social development through the organisation of social, cultural and educational activities such as thematic discussions on diversity and autism. The University's students undertake visits into the community supporting charities and assisting in, for example, orphanages.[SER p.20;M5a; GID] The review team was also told of the very close and mutually beneficial relationships between the University and external partners and stakeholders that benefit the community.[M6] The University provides life and health insurance for staff, which is administered by the Finance Office.[Chapter III Standard IV.4]

2.6 The University ensures the effective management of its human resources functions through the specification of rules and responsibilities in its Statutes and the Administrative Regulations, [1.1; 1.2] supported by detailed procedures in the Human Resource Strategy[1.19] and the Academic Personnel Recruitment Procedure [2.2] and overseen by the Human Resource Office. [1.2 Article 13] The contractual rights and obligations for each employee are set out in their terms of employment and job description and are filed with the Human Resource Office. [2.2] Supporting documents provide further clarity on definitions of roles and responsibilities and criteria for promotion. [1.6; 2.1; 2.2; 2.3; 2.4; 2.6] [Chapter III Standard II.2]

2.7 In accordance with statutory requirements, the University operates a medium-term budgeting model that extends over a three-year period and which is reviewed and amended annually. The structure for determining, drafting and scrutinising the budget is in accordance with statutory regulations. [1.1 Articles 56-59;2.10; 2.10 Bis] The budget is driven from bottom up with bids from departments and administrative units through faculties to the Rectorate's Directorate of Finance and Budget Execution. The budget is scrutinised by the Academic Senate before being passed to the Administrative Council (now Administration Board) for approval. [2.11] Once approved, the detailed budget is devolved back down to faculty and department level for implementation. [M3; M4][Chapter III Standard VI.1]

2.8 The University has appropriate organisational structures and expertise in place to implement its financial and budgetary policy. Primary responsibility for budget implementation lies with the Directorate of Finance and Budget Execution, comprising six staff and which is under the responsibility of the Administrator. Its terms of reference and responsibilities, including applying accounting rules, are set out in the new organisational structure. [1.16] Executive responsibility for analysis and implementation is set out in the roles and responsibilities of the University's Statutes.[1.1 Articles 12, 16, 17, 19] The executive execution of the construction and implementation of the budget is reviewed by the Budget and Laws Committee, a subcommittee of the Academic Senate established for the purpose and which receives the annual audit report.[FE19, 21][Chapter III Standard VI.2]

2.9 In addition to operational responsibility sitting with the Directorate of Finance and Budget Execution, the University effects budgetary control through its Internal Audit Unit [1.16] and the role of the Treasurer.[1.1 Article 19] The Treasurer analyses economic and financial indicators to inform budgetary control.[2.12] The University has not up to this point conducted its own internal audits, but under the new laws in force has established an Internal Audit Unit.[1.16; FE19] The University is externally audited by the State Supreme

Audit Institution and the Ministry of Education and Sport. **[FE19]** The University cascades the external audit report to its committees and publishes it on its website **[M4]** and there is an annual open meeting at which the activity of the University is discussed. **[M8]** **[Chapter III Standard VI.3]**

2.10 The University has had experience of three information management systems: SIUV from 2008-11, SMI-Univlora from 2011-16 and ESSE3 in 2016, which is supported by the Ministry of Education and Sport. **[1.11; 2.14]** ESSE3 provides information to staff and students on enrolment, basic programme information, teaching and assessment timetables, results and graduation. **[SER p.22]** Through ESSE3 the University has a relationship with the Albanian National Examination Association and is able to draw down applicant data. The University's data is forwarded through ESSE3 to the Ministry of Education and Sport. The University publishes data on the number of students per programme and other key data and information on its website, together with a freedom of information policy. **[2.15]** **[Chapter III Standard VII.1]**

2.11 The ESSE3 system is supported by the Department of Information and Technology. **[1.1 article 10]** All staff are reported to have access to the system. There are three computer labs for students (1 in Building A and 2 in Building C) with a total of 166 PCs. **[SER p.2, GIP]** This gives a PC to student ratio of over 1:50. Students and researchers reported that they do not have sufficient access to computers and the University has acknowledged that there are insufficient to meet demand and that there are problems in some areas of the University with access to the internet. However, the annual budget has made provision to address these issues. It was noted that most staff bring their own laptops. **[M9]** **[Chapter III Standard VII.2]**

2.12 The University has an overarching and coordinated plan for the management of its real estate. When the University was established in 1994 it inherited a number of old buildings that required renovation and refurbishment. In the last seven years it has undertaken a significant programme of new building and reconstruction. In 2010 the Faculty of Technical Sciences was built. Building A was reconstructed in 2014 along with the Rectorate Building and Conference Room and the reconstruction of Building B has commenced. **[SER p.22-23; 2.16; 2.17; 2.18; 2.19]** The University has a Central Maintenance Office which is responsible for the record of fixed assets and their maintenance and development. The self-evaluation report sets out the capacity of the buildings which is supported in more detail by the plans attached in the evidence above. **[Chapter III Standard VII.3]**

2.13 The University has appropriate facilities and processes in place to preserve, store and maintain its book stock and online materials. A cataloguing project of current stock is underway, which uses the standards and systems of COBISS.Net (Cooperative Online Bibliographical System and Services) for bibliographical and accessibility purposes. A project to establish a digital archive of University materials is planned to commence in 2017. The University encourages staff to assist in the development of the University's Intellectual Property resource through publishing in the University Journal and donating copies of their other published work and materials to the library. **[SER p.23; M9; 4.14; 4.43]** **[Chapter III Standard VII.4]**

2.14 The University has in place policies and mechanisms to manage, conserve and enhance its assets. **[1.1; 1.2; 1.16; 1.21]** At a practical level these are driven by the overarching and long-term plan to reconstruct and renovate its buildings. The focus on day-to-day assets is less sophisticated and coordinated and more ad hoc with requests arising from departments and faculties as need demands and which consequently lead to variable standards of provision across departments. **[2.10; M5a; M5b; M8; M9]** **[Chapter III Standard VII.5]**

2.15 There is no central University Office that coordinates, supports and evaluates third stream activities (activities in addition to teaching and academic research, such as knowledge transfer, community engagement, and business development). However, the self-evaluation report gives examples of activities by individual departments that are commendable in themselves and which generate income of 5 million LEK. [2.20; 2.21] The report states that these services are not evaluated. The review team heard from partners and external stakeholders about the value of the contribution that the University makes to them and the wider region. These activities include the benefits of providing career-ready graduates to business and commerce through internships and employment, research and knowledge exchange and expert support. [M6] [Chapter III Standard VII.6]

2.16 The University has recognised that its facilities and infrastructure do not yet meet the standards required or its own aspirations. It has stated in the self-evaluation documents and through representatives in meetings that it is working to improve its resources 'human, infrastructural, material and financial'. [SER p.51] The implementation of the University's long-term development plans has made major improvements over the past seven years but shortcomings remain. The University currently has a total space of 11,190 square metres. However, with approximately 9,000 students the space to student ratio stands at 1:1.27 square metres and the State standard (Chapter III Standard V.1) is not met. [GIP; SER p.23; M2;M4; M8] The University also acknowledges that, in some of its buildings at least, there are issues in relation to the availability of resources relating to air-conditioning, modern fire-prevention systems, teaching facilities, sufficient space in seminar rooms and libraries, and sufficient and safe access and exit routes, as well as access to PCs (given a ratio of over 1:50 students). [SER; GID; Tour; M2;M5a;M5b;M8;M9] The review team considers the failure to meet the standards relating to space and the inadequacy of some of the accommodation and facilities to be a **weakness**. The review team notes the building and refurbishment programme that continues to be undertaken by the University to improve its infrastructure but does not consider that this will be sufficient. Consequently, the review team **recommends** that the University takes steps to ensure that its physical resources conform to required State standards (Chapter III Standard V.1 and particularly criterion 5) and assure the quality of learning opportunities. [Chapter III Standard V.1]

2.17 The University has specialist units for maintaining its records in both paper and electronic form. The Human Resources and Documentation Administration Sector is responsible for storing documentation in hard copy, while the Information Technology and Statistics Office is responsible for digitising data and the collation of statistics. Faculty secretaries retain data about each student's registration, achievement and graduation, supported by ESSE3. [SER p.25; 1.11; 1.16; 2.22] [Chapter III Standard V.2]

## Findings

### Good practice

The review team did not identify any features of good practice.

### Weaknesses

The review team identified the following weakness:

- the failure to meet the standards relating to space and the variable condition of accommodation and facilities (paragraph 2.16; **Chapter III Standard V.1**).

### Recommendations

The review team identified the following recommendation:

- that the University takes steps to ensure that its physical resources conform to required State standards (**Chapter III Standard V.1** and particularly criterion 5) and assure the quality of learning opportunities(paragraph 2.16; **Chapter III Standard V.1**).

### Affirmation of action being taken

The review team did not affirm any actions already in progress.

### Judgement

**The Standards for Resourcing are partly met.**

## Evaluation Area 3: The Curriculum

3.1 The University's role and mission is to provide 'contemporary teaching in compliance with international standards; high-quality basic and applied research and academic work; effective and influential service to the public and community; comprehensive student development activity programmes'. **[1.1]** In accordance with this mission, there are four faculties that between them offer programmes in all three Bologna cycles. Third-cycle programmes (PhDs) are confined to Mathematics, in the Faculty of Technical Science. **[3.1]** The University provides information regarding its study programmes through its website and at open days. **[3.2; 3.3]** The University has established an institutional profile in the fields of tourism, navigation, economics and nursing, some of these specialisms being related to its geographical location. **[SER p.27; 3.4]** The University applies clear application procedures and admission criteria for Albanian students. **[3.5; 3.5.1; 3.5.2]** The University offers quotas for Albanians from Montenegro, Kosovo and Macedonia although no students have enrolled from these regions since the academic year 2013-14. **[FE3.1]** The Statute and the regulations clearly define the rules for assessment. **[3.1; 3.2]** **[Chapter I Standard I.1]**

3.2 Until recently, the University offered part-time first-cycle and second-cycle programmes in the fields of economics and law. **[3.12]** However, changes to the law in 2014 disallowed part-time programmes and these have been closed to new applicants. The University established a Lifelong Learning Office in 2010, but its work thus far has been focused on organising conferences, managing projects and promoting staff and student mobility. **[AE5]** The Maritime Training Centre, opened in December 2016, will act as a lifelong learning centre, training students on maritime programmes as navigators, as well as members of ships' crews. **[3.11]** The review team **affirms** the work being undertaken by the University to strengthen its lifelong learning provision. **[Chapter I Standard I.2]**

3.3 The University seeks to provide curricula which are focused on the needs of the economy, regionally, nationally and internationally. **[SER p.29]** The University offers study programmes in accordance with its Development Strategy 2008-13, Internationalisation Strategy 2016-20 and faculty strategies. **[3.13; 1.20; 3.14]** It publishes information about its programmes of study on its website. **[3.15]** In addition, academic staff visit high schools to advise prospective students on the opportunities available to them and potential applicants have the opportunity to visit the University. **[M5a]** **[Chapter I Standard I.3]**

3.4 The University's focus on offering programmes which reflect local, national and international trends is in line with the EU Strategy for the Adriatic and Ionian Region. **[SER p.30]** Foreign language courses are available to all first-cycle students, within the programme itself or in the international projects framework. **[3.6.1- 3.6.9; 3.16- 3.18]** Efforts have been made to offer joint degree programmes and to collaborate with other universities on common courses or modules, but have not so far been successful. **[SER p.30]** The review team saw an example of a Tempus project in which the University had participated, evidence of a project entitled 'Modernizing and harmonising maritime education in Montenegro and Albania'. **[3.25]** Internationalisation is being identified as one of the main priorities of the University. **[M2;M4]** **[Chapter I Standard I.4]**

3.5 The workload of lecturers is assigned annually in accordance with the criteria set out in law. **[3.19]** Any additional teaching undertaken by academic staff, beyond their workload allocation, is funded by the University. **[3.20]** The academic staff workload model balances teaching, research and administration. **[FE3.2; AE22]** The operation of the model is assured through an agreement signed by the member of staff and the Chair of Department, which is reviewed at the end of the academic year. **[M1]** **[Chapter I Standard I.5]**

3.6 Information about all study programmes is made available on the University's website ([www.univlora.edu.al](http://www.univlora.edu.al)). In addition, academic staff outline the syllabus and the assessment requirements to students at the start of their programme. [SER p.30-31;M5a] Study programme objectives and learning outcomes are defined and approved by department, faculty and Senate, in accordance with the University's regulations, and students whom the review team met confirmed that these were clear to them.[3.23.1-3.23.5;M5a] Specific programme admissions criteria are approved annually by the Senate.[3.5;3.5.1][Chapter I Standard I.6]

3.7 First-cycle study programmes provide students with the knowledge and skills to facilitate progression to the second cycle. [3.7] The criteria for admission to second and third-cycle programmes are clearly laid out. [3.24] In line with the European Credit Transfer System, first-cycle programmes attract 180 credits and provide access to master's-level programmes in Albania and abroad.[3.6.1 - 3.6.4] Information about the transfer of credits is published on the University's website [[www.univlora.edu.al/statuti](http://www.univlora.edu.al/statuti)] and students can also receive advice and guidance from the Departmental Secretary. [SER p.31] Students who do not continue into second and third-cycle studies are able to enter the job market, and the applied nature of first-cycle programmes such as those in Navigation and Naval Engineering facilitates this. [SER; 3.25][Chapter I Standard I.7]

3.8 The University has a Student Counselling Centre whose role includes monitoring and supporting student progress. [SER p.32; 1.16] A student record management system is used to assist with this. Additionally, students are given guidance by academic staff. [M5a] Academic staff are recruited in line with the Resolution of Academic Senate 'On the Employment and Selection procedures for academic staff'. Full-time academic staff make up around 82 per cent of those teaching on first-cycle programmes, exceeding the government's minimum requirement of 70 per cent.[3.26] The University clearly states its criteria for the recruitment of new full-time academic staff, and these give priority to those with PhD degrees who are active researchers. [SER p.32; AE6][Chapter I Standard I.8; Chapter I Standard I.9]

3.9 Over half of the University's academic staff are PhD qualified and have the title Professor or Associate Professor, indicating their involvement in research.[SER p.33; 3.27, 1.22] The development of master's programmes is focused on subject areas where there are highly qualified academic staff and where there is potential for partnerships at a national or international level. Academic staff teaching on second-cycle study programmes participate in national and international conferences/projects and publish their research.[4.18] Some research is also published internally, in the University's journals and Bulletins. [4.43] Professional practice is incorporated into relevant programmes through institutional agreements with local public bodies and with the private sector. [SER; 1.32; M6a;M6b] Employers from the public and private sectors are also involved in giving feedback on programmes of study and, on occasion, in the approval of new programmes.[M6b] The University has established a database to hold the destination and employment details of graduates but this is not yet systematically managed and the information is limited (see also paragraphs 1.15 and 5.16). [FE1.9; M9; 3.32][Chapter I Standard I.9]

3.10 In line with its internationalisation ambitions, all degree programmes offered by the University include foreign languages courses within their curricula [SER p.34] and the University is working towards producing all study programme information in English as well as Albanian. [SER p.34] The information contained in the diploma supplement is presented in both Albanian and English. [3.33] Students are required to take an English language proficiency examination before progressing to second or third-cycle programmes. [3.16; 3.17] There have been a number of agreements and common projects for staff and student mobility under Erasmus+ and mobility is encouraged via the introduction of foreign language sessions and the transfer of credits. [M3; 3.35; 1.32.1][Chapter I Standard I.10]

3.11 Study programmes aim to balance theory and practice through the inclusion of practical exercises, field trips and laboratory classes to support lectures, and this is clearly described in the syllabus. [3.6.1-3.6.8;3.38]Most first and all second-cycle programmes include work placement modules and the University is currently reviewing those which do not with a view to a placement being incorporated.[SER p.35]The University has agreements with both public and private sector organisations which offer internships and placement opportunities. [SER p.34; 3.30] In addition, the University seeks to prepare students for employment by offering special modules related to professional practice in both first and second cycle based on the requirements of Ministry of Education and Sport (MoES) bylawno. 15. [3.7; SER p.35][Chapter I Standard I.11; Chapter I Standard I.12]

3.12 The credit system facilitates transfer between full and part-time study, and students are supported in doing this. [3.36] Students are encouraged to participate in conferences or to publish research papers alongside academic staff. [FE3.4] Students, supported by staff, have participated in community activities,[M5a] although the University acknowledges that the social and cultural aspects of University life are not well developed.[SER p.35][Chapter I Standard I.11]

## Findings

### Good practice

The review team did not identify any features of good practice.

### Weaknesses

The review team did not identify any weaknesses.

### Recommendations

The review team did not identify any recommendations.

### Affirmation of action being taken

The review team affirmed the following action already in progress.

- the work being undertaken by the University to strengthen its lifelong learning provision (paragraph 3.2; **Chapter I Standard I.2**).

## Judgement

**The Standards for the Curriculum are fully met.**

## Evaluation Area 4: Teaching, Learning, Assessment and Research

4.1 The structure of study programmes is mandated by faculty-specific regulations, **[FE4.6; translation of 4.1 and 4.2]** which conform to University and national requirements. Programme content is determined at departmental level and pays appropriate attention to the needs of students in terms of provision of delivery types, for example, field trips, study visits and laboratory classes. **[FE1.6]** Discipline needs are similarly taken into account in, for example, provision of professional training (internships). **[SER; M5a; M6b]** Internships are secured through formal agreements, **[3.30]** and the learning is appropriately overseen by the University. **[4.8; 4.9]** The University provided exemplars showing that internships are managed well, with care taken to attest the achievement of students. **[FE1.8]** The University shows awareness of its capacity to support students; for example, the Senate recently requested of the Board of Administration permission to recruit a further 70 academic staff, **[AE3]** in accordance with the University's draft Strategy. **[AE2, p.5]** **[Chapter I Standard II.1]**

4.2 Students sign up to modules and access their timetables online. **[SER p.36]** Attendance registers are taken **[e.g. 4.5]** and data used in accordance with the University's rules. **[1.10]** Students surveyed for this review were generally content with teaching methods, curriculum organisation, the quality of teaching staff, and the provision of supporting literature, **[survey]** but those met by the team gave mixed responses on the adequacy of supporting literature. **[5a; 5b]** Enhancing the library is part of the University's development strategy (see also paragraph 5.10). **[SER]** **[Chapter I Standard II.1]**

4.3 The self-evaluation claimed widespread dissemination of assessment and graduation rules and students confirmed that they were aware of examination rules and requirements. **[M5a; M5b]** The University provided examples of its rules and requirements codified appropriately in the regulation of the Faculty of Technical Sciences, **[FE4.6 (translation of 4.2)]** and in that of the Faculty of Public Health **[FE4.6 translation of 4.1]**. The requirements of the latter are not as complete as the former since complaints and appeals processes are not stated and the University may wish to consider this. **[Chapter I Standard II.2]**

4.4 Students confirmed to the team that they are issued with official diploma documents, including diploma supplements. **[M5b]** Graduation criteria are specified by the faculties **[4.1; 4.2]** and approved by Senate. **[3.37]** First and second-cycle diploma defence procedures vary slightly by faculty, **[4.10; 4.11; 4.12; 4.13]** but conform to the criteria. **[Chapter I Standard II.2]**

4.5 Examination results are announced within 48 hours of the examination **[SER]** and students access these electronically. **[M2; M5a; M5b]** Should the system fail, examination results are made available confidentially through the course instructor. **[SER]** The small sample of students surveyed for this review noted that there was, in general, transparency in assessments and examinations, and the assessment of students was correct. Students may nevertheless request explanations for their examination scores and ultimately make complaint, which is evaluated by a committee established for that purpose, **[e.g. 4.17]** though some students the team met were unaware of the process. Anonymity during examination marking is not yet established, though the Department of Nursing is establishing 'confidentiality committees' to oversee anonymous marking **[FE4.13]** and this may be a model other departments could follow. The University is encouraged to explore the utility of this model with a view to its implementation across the institution. **[Chapter I Standard II.2]**

4.6 Over half the students surveyed for this review reported that students copy in examinations. In 2015 the Council of the Faculty of Public Health noted that cheating in examinations was widespread and was seriously affecting proper academic progression and the assessment of students, [AE14] and agreed to apply punitive measures to students caught. The University has appropriate rules in that the regulation [1.2 article 74] indicates that the relevant Deanery is responsible and specifies penalties in accordance with the Code of Ethics. Nonetheless, the University will want to remain vigilant with respect to copying and ensure that it applies appropriate penalties. [Chapter I Standard II.2]

4.7 Departments produce annual reports based on analysis at a meeting of staff. [M8] These reports evaluate the complement of academic staff taking into account student feedback and performance in teaching and research; [FE4.6 translation of 4.1, p.55] evaluate the status of study programmes; and give pointers for improvements and to maintain currency. [e.g. AE17] These reports feed via faculty reports into the University Annual Report, [FE1.6; M8] which presents a useful synopsis of the University's programmes and teaching activity. The University Annual Report and the curricular changes it recommends are approved by Senate. [M8; AE16; M3] [Chapter I Standard II.3]

4.8 Each semester students are canvassed online for their opinions on staff and study programmes. [SER; M5a; M5b] Staff and students cited examples of where student feedback had led to curricular change. [M3; M5a; M5b] The students surveyed for this review noted that, in general, teaching methods were sound, staff were committed to their teaching work and were available and helpful. [Chapter I Standard II.3]

4.9 The self-evaluation report evidenced some employment data within its Annual Report, but only for the Faculty of Public Health. [1.28] While the University keeps some data on some of its alumni, [FE1.9] the review team could find no evidence of the data being considered by the University in evaluating programme quality. [review team asked University did not provide it] [Chapter I Standard II.3]

4.10 The University's criteria for the appointment of academic staff [FE6] give heavy emphasis to candidates with PhDs, and the University supports staff without PhDs to complete doctoral studies. [M2] [Chapter I Standard II.4]

4.11 The self-evaluation report cited the Lifelong Learning Centre as active in supporting and improving the quality of teaching, but although the Centre had been involved in the training of staff in the establishment of satellite lifelong learning centres, [3.13] the team could find no evidence of a role in teaching quality improvement. [M9] [Chapter I Standard II.4]

4.12 The University claimed that academic staff undergo training in teaching and this was confirmed by staff the team met, [SER; M2] who indicated that there are training courses, especially for new staff, whose mentoring by more senior staff [M8] is part of University policy. However, in response to the team's request to view the training materials, the University supplied a list of courses attended by members of the Faculty of Technical Sciences concerned with non-academic matters, though some could be considered to be useful in aiding research skills. [AE12] Further, senior staff reported that the University does not train staff in teaching, learning and assessment, [M2; M8] teaching staff were unable to provide evidence of how they were supported to experiment in teaching, [M8] and the review team was unable to find evidence of a support structure that promotes continuous teaching improvement, including mentoring. In 2017 Senate approved a template for assessing and recording the performance, including teaching performance, of academic assistants by their managers. [M1; AE22; M8] While the template is fit-for-purpose, it has yet to be deployed. The absence of a scheme for training both new staff initially and established staff continuously to improve their teaching is a **weakness**. The review team **recommends** that

the University implement an effective system and accompanying procedure to develop teaching staff, to include first, second, and third-cycle teachers, in teaching, learning and assessment, taking into account current best practice. **[Chapter I Standard II.4]**

4.13 The University regards the role of research as to support teaching and learning and to enrich the experience for both students and staff. As such, research is an important priority for the University. **[1.1, 1.2, 1.16]** The department, as the fundamental unit of teaching and research, is ordered into teaching and research groups and determines its own research priorities. **[3.14; 4.26, FE1.6]** Each member of academic staff completes a workload proforma, signed off by the head of department, specifying teaching and indicating research, knowledge transfer and creative activities. **[e.g. 3.21]** Individual staff reported autonomy in deciding the topics of their research, so long as those topics aligned with the overall departmental direction. **[M3] [Chapter II Standard I.1; Chapter II Standard I.6]**

4.14 Requests from departments for research funding **[M4]** are approved or otherwise at Senate and the Administration Board on the basis of the University's priorities. **[M1]** Departments in turn provide financial assistance to staff for research **[AE1.6]** based on a proposed annual budget from research groupings. **[e.g. 4.27]** Departments also evaluate research activity **[e.g. 4.28]** as a means of fund allocation. **[SER] [Chapter II Standard I.1]**

4.15 In its draft Strategy, **[AE2, p.7]** the University cites internationalisation through cooperation with other European higher education institutions as its main goal, and staff the team met were generally aware of this priority. **[M2; M3; M4; M8]** The University has produced an Internationalisation Strategy, with an appropriate emphasis on mobility. **[1.20] [Chapter II Standard I.3]**

4.16 The Projects, Investments and Scientific Activities Office aids collaboration with other research organisations, through, for example, Tempus and Erasmus+ **[1.31, 1.35, 3.35, AE1.10b]** projects, in which many staff have participated. **[M8]** Other agreements for cooperation have been reached with universities internationally. **[e.g. 4.31; 4.32, FE1.10a, 1.10c; AE5, p.2-3]** The University considers conference participation important in promoting the University, both in Albania and overseas, **[FE1.6]** and is particularly active in the organisation of national and international conferences. **[SER p.7; 4.35; AE2 p.3]** There is extensive staff participation in overseas conferences, **[FE4.16; AE17 p.140]** and while there is a procedure for cost reimbursement **[2.9]** only a small proportion of participants have received reimbursement. **[FE4.16; M3; M8] [Chapter II Standard I.3; Chapter II Standard I.6; Chapter II Standard I.7]**

4.17 The University is active on a number of fronts in supporting cooperation, internationalisation and mobility. It has established the Network of Albanian Researchers in Diaspora, and aims to sign collaboration agreements by December 2017 with academic and scientific institutions at university level with elements of the Diaspora. **[4.33]** It plans to incorporate modules in either English, German or both into all study programmes. **[M3]** There has been modest success in cooperation in projects that are either research in nature or could lead to research, including INTERREG, EPACTT-2, and Erasmus+. **[AE2 p.7; M2]** There is, in general, good participation in external, including European, projects and other activities. **[e.g. 4.34, M2; M3]** A small number of staff have participated in teaching abroad **[4.42]** and the University has hosted a small number of visiting foreign academic staff. **[1.37]** The University is also able to promote cooperation and internationalisation by the judicious awarding of honorary degrees. **[4.36; 4.37] [Chapter II Standard I.3; Chapter II Standard I.2; Chapter II Standard I.6]**

4.18 To evaluate whether or not the staff publish in international scientific journals, the review team requested a list of such outputs. However, the list supplied **[FE4.15]** was incomplete and revealed that while the number of outputs is impressive, many are in

Albanian and many others are in journals without an international reputation. **[also AE17 p.140-]** Much research is published in the in-house journal Science Bulletin, **[4.43]** which may discourage staff from publishing in international journals. Staff the team met **[M8]** did not have a strong understanding of international publishing and the University may wish to identify means of supporting publications in international scientific journals, thus enhancing the University's exposure. **[Chapter II Standard I.3; Chapter II Standard I.7]**

4.19 The University Senate established a Scientific Research and Projects Committee in 2012. **[AE21; M3]** To understand its function the team requested to view its minutes for the last two years. These minutes were not supplied and the team concludes that the committee has not met in the last two years. The University may wish to consider securing a corporate hold on its research activity and strategy. **[Chapter I Standard I.4]**

4.20 The University has established a research centre in Environmental Studies **[M8]** and four more research centres (one per faculty) are planned. **[SER; M1; M9; 1.16; AE2 p.10]** The centres will support the integration of research into teaching, **[SER]** though how they will interact with departments as the basic units is yet unclear. **[Chapter II Standard I.4; Chapter II Standard I.5; Chapter II Standard I.6]**

4.21 In 2016 Senate approved clear points-based criteria for the appointment of high-calibre academic staff, **[AE6; M2]** which include prioritising candidates who obtained their PhD abroad. As noted above, the University supports those staff without PhDs to complete doctoral studies, including giving financial support. Nevertheless, the University acknowledges that too few young researchers manage projects. **[1.19.1 p.21]** The University claimed that first and second-cycle students participate in research through research projects as part of their awards **[SER]**. However, students the team met **[M5a; M5b]** were unable to clearly indicate their role in research activities, were unaware of basic means to search for academic articles and were able to access only a very limited number of full-text articles. Nonetheless, a considerable number of students participate in conferences **[M5b]** both within and outside Albania and a very small number are included as authors on research articles. **[AE7] [Chapter II Standard I.5; Chapter II Standard I.6; Chapter II Standard I.8]**

4.22 Evaluation of research activities at the level of the individual is undertaken **[M8]** and compiled into annual departmental reports, **[AE17 p.140-]** which are used in the production of faculty and the University's annual reports. The University Annual Report **[FE1.6]** considers research and from that formulates a number of aims and priorities to enhance research. While these are laudable they are also diffuse, do not present firm targets and it will be difficult for the University to understand when they are met. The University recognises that its position in relation to research is in need of improvement and strengthening, as indicated in its draft Strategy. **[AE2 p.6]** In particular, the University's priorities are in creating adequate research infrastructure, financial support for research and publication, and research management at an institutional level. **[Chapter II Standard I.8; Chapter II Standard I.4; Chapter II Standard I.2]**

4.23 The Human Resource Strategy for Researchers outlines a number of issues with researcher satisfaction, and has deployed means to address these through an action plan. **[1.19.1 p.20-]** There are concerns over lack of training, coordination, financial support (staff use their own funds) and transparency, and there are bureaucratic hurdles **[1.19.1 p.20-]**. The review team **affirms** the steps the University has started to take to address support for researchers, deriving from the action plan in the Human Resource Strategy for Researchers. **[Chapter II Standard I.8]**

## Findings

### Good practice

The review team did not identify any features of good practice.

### Weaknesses

The review team identified the following weakness:

- the absence of a scheme for training both new staff initially and established staff continuously to improve their teaching (paragraph 4.12; **Chapter I Standard II.4**).

### Recommendations

The review team identified the following recommendation:

- that the University implement an effective system and accompanying procedure to develop all teaching staff, to include first, second, and third-cycle teachers, in teaching, learning and assessment, taking into account current best practice (paragraph 4.12; **Chapter I Standard II.4**).

### Affirmation of action being taken

The review team affirmed the following action already in progress:

- the steps the University has started to take to address support for researchers, deriving from the action plan in the Human Resource Strategy for Researchers (paragraph 4.23; **Chapter II Standard I.8**).

## Judgement

**The Standards for Teaching, Learning, Assessment and Research are substantially met.**

## Evaluation Area 5: Students and their Support

5.1 The University has structures, policies and procedures in place for managing the student learning experience and providing support to students from pre-admission to employment. Admission to the University is carried out in line with government legislation [Law No. 80/2015 articles 74, 76 and 78] and with the criteria laid down in Statute and Regulation, as well as the criteria proposed by departments and approved by the Senate. [SER p.43; 1.1 Article 25; 1.2 Article 39; 3.5; 3.5.1] The admission criteria approved by Senate are published on the University's website, which provides information for prospective students and other interested stakeholders. [1.23; <http://univlora.edu.al/arkiva/8286>] [Chapter I Standard III.1]

5.2 The Student Counselling Centre is a central office that advises students about enrolment, university regulations, how to select modules, participation in student organisations, and financial support. [SER p.43; 1.16 p.13; FE1.3.b] The University maintains contact with the Regional Directorate of Education and organises open days every year for high school students. [2.7] Academic staff from the four faculties visit high schools and give advice to final-year high school students on study programmes and the reasons why they should choose the University of Vlora. Prospective students can also visit the University. [M5a; 3.2] A students' guide is prepared and published by the Communication and Publishing Centre. [M9; 2.7] Departmental secretaries are responsible for the registration process; students are supplied with a username and password to enter the online system. [1.2 UV regulation, art. 54 and 55] Student information is effectively managed and students were happy with the information received about the study programmes, regulation and student life. [M5a] [Chapter I Standard III.1; Chapter I Standard III.2; Chapter I Standard III.3]

5.3 As part of its Internationalisation Strategy, [1.20 no. 78] the University welcomes foreign students in all cycles of study programmes. Mobility is facilitated through inter-University agreements under Erasmus+, and through recognition of studies and grade equivalence procedures. [1.1 article 32] [1.2 article 58; 1.35] There are currently seven inter-University agreements being implemented under Erasmus+, and exchange students whom the review team met benefited from taking courses which were taught in English. [M5b] The University also pursues a policy of trying to attract students from the Albanian Diaspora, in addition to other international students. [4.33 Resolution Nr.77] [Chapter I Standard III.1]

5.4 Students receive information and advice through a number of administrative offices, in particular the Student Counselling Centre, the IT and Statistics Office, and the Departmental Secretaries. [1.3.b] In addition, the student academic adviser plays an important role in inducting new students into their programmes, [1.2 Article 85] a role which is replaced in the new organisational structure by the students' relations coordinator. [1.16 p.21] The Student Counselling Centre works closely with the coordinators in each faculty and department. [M2] [Chapter I Standard III.2]

5.5 Academic staff are required to be available for student consultation in their office every week at published times, as part of their annual workload (see also paragraph 5.12). [1.2 Article 83; M8] For the benefit of students, opening hours for all administrative services are also displayed around the University. [M9] [Chapter I Standard III.1]

5.6 Based on proposals from the Senate, the MoES approves the number of students to be admitted in each study programme. The approved quotas are based on the previous year's returns and on level of demand. At the University of Vlora the number of new enrolled students has been almost the same over the last two academic years. [GID] Overall, the

University's academic staff-student ratio appears to be 1:32 although that varies across departments, with some having a very high ratio. All decision-making bodies are aware of the staff-student ratio limitation. [5.2; M1; M4] The aim of the University is to increase its student numbers over the next three years but to date expansion has been constrained by the infrastructure and by the number of teaching staff. [M1] However, the new Higher Education law enables the University to determine its own staff numbers, and Senate and the Administration Board have taken the decision to increase the number of academic staff by 70 in the next three years and action is underway to address this, with new recruitments starting after the approval of the mid-term budget. [M1; AE70; M4] The review team affirms the steps being taken by the University to improve its staff-student ratio. [Chapter I Standard III.1]

5.7 The University uses different means for external and internal communication. Notices (for example for class timetables, course curricula, exam registration, internship applications, scholarships, events, tuition fees and exemptions from fees) are always published on the official website of the University, which is easily accessible. [<http://univlora.edu.al/main>] Information which may require further explanation by staff is given by Information Offices and/or other administrative units. [SER p.45; M9] In addition, email is used by academic staff and students. Email accounts are provided through the online communications system, ESSE3, which provides an effective means of communication for students and University staff. [<https://www.univlora.esse3.u-gov.rash.al>] Each faculty maintains a personal file for each student, containing address, email address, phone numbers, high school grade reports and other data. Student files track individual student progress from registration to graduation and are managed by the Secretariat. [SER p.45; 1.10] [Chapter I Standard III.2]

5.8 The Student Counselling Centre gives advice to students from all study cycles and supports transition from one study cycle to another. The University gives priority to its own graduates when applying for second and third study cycle programmes. [SER p.46; 5.4] The Centre offers training and seminars on CV-writing; job fairs and job interview support; advice about second-cycle programmes; information about internship and employment opportunities, exchange programmes and study periods abroad; and assistance throughout the relevant application processes. [M5a; M5b] There are procedures in place that allow students to change study programmes both within and outside the University and support is provided to students who wish to do so. [1.1; 1.2; 3.34; 5.3] [Chapter I Standard III.3]

5.9 In line with the national legal framework, [CDM No 699, date 22.10.2014, CDM No. 911, date 11.11.2015 and CDM No. 903, date 21.12.2016] students from 'vulnerable groups' (including those with disabilities, Roma and Balkan-Egyptian students and students from low income families) are given support by means of full or partial tuition fee waivers. [5.5; SER p.46; FE5.2] Fee waivers are also given to students of exceptional ability. [M4; M5b] Ramps to facilitate the mobility of disabled students are provided only in one building. [tour of university facilities] The University's sports facilities are very limited and of a low standard but support has been given to students playing sport by providing them with uniforms [M4] and in 2012 a fee waiver was given to the winners of the students' marathon. [SER p.46; 5.6] The University ceased to offer part-time programmes in 2014 in line with government legislation, but is supporting current students to completion. [3.12] [Chapter I Standard III.4]

5.10 The University has a central library in the Rectorate Building and a local one in the Faculty of Humanities. The central library is very small (250m<sup>2</sup>) and has a limited stock of books; most are in English and are very dated. [tour of university facilities] The library has approximately 15,000 titles, a total of 35,000 texts in hard copy. The library does not have any e-books. Some digitisation is taking place, but only with regard to indexing. The library is mainly dependent on book donations for its bookstock.

[\[http://univlora.edu.al/portfolio/biblioteka\]](http://univlora.edu.al/portfolio/biblioteka) The University is aware that library resources are very limited and that literature needs to be updated. The departments present their proposals for library resources, but the requests for additional library stock are not related to the number of students taking the course. Budget planning includes library resourcing; however, the funds available make it possible to purchase only a few copies. **[M9; M5a]** The review team **affirms** the steps being taken to allocate library budget through University budgeting mechanisms and to enrich library stock through donations in order to effectively support students' learning and research. **[Chapter I Standard II.5]**

5.11 Information about the libraries and their activities is published on the University website. [\[http://univlora.edu.al/en/portfolio/biblioteka\]](http://univlora.edu.al/en/portfolio/biblioteka); **5.8]** Library opening hours are displayed in University buildings and published on the University website. **[5.9]** The library is open from 8am to 4pm from Monday to Friday and is closed at weekends, **[SER p.47]** which restricts access for staff and students outside of lecture times. Students are provided with a registration card which allows them to use all library resources. **[5.10]** The University has created a new Book Service Centre to oversee the work of the two libraries. **[1.16 p.14][Chapter I Standard III.5]**

5.12 As noted in paragraph 5.5 above, academic staff in all faculties publish their office hours when they are available to meet students to give pastoral or academic advice. The office hours of each lecturer are defined at the beginning of the academic year when workload is specified. Each person has three weekly office hours. In the period before examinations take place, additional consultation hours can be arranged. **[M8]** Academic advisers in each faculty ensure that students understand their programme of study. **[1.2 article 85]** Each module has a list of reference materials which are kept updated by the Department and students are given guidance in finding literature by their course instructor, and by their supervisor in relation to their research work. **[3.10]** Where possible the University makes adjustments for students with special educational needs, giving the example of two students with visual impairment for whom a different form of assessment was approved. Academic staff confirmed that lecturers give additional tutorial classes to students whose academic performance is poor. This was understood by the team to be widespread practice. **[SER p.48; M8; 5.11 resolution nr.38] [Chapter I Standard III.6]**

5.13 The University encourages student participation in decision-making. Under previous legislation students were represented on all senior decision-making bodies of the University, including Senate, Administrative Council, Faculty Council and election bodies. In accordance with the new legal framework, students are represented only on the Senate (two members). However, their voice is heard by the Administration Board through this route. Notices of Senate decisions are displayed in faculty buildings for the information of both staff and students. **[5.12 Resolution nr. 30; 5.13 Resolution nr.39, M3, M4]** Students are able to provide feedback on their curriculum, teaching and study support and are involved in improving study programmes. Students whom the review team met gave examples of where their feedback had led to changes in the curriculum, such as a request for additional foreign language modules and changes to the MSc Nursing study programme. **[4.3; 4.20; M3] [Chapter I Standard III.7]**

5.14 Provision for student participation in University governance is provided for in the University statutes and regulations. **[1.1 Article 37; 1.2 Article 72]** However, the Student Council has not been operational for some years. Students confirmed that the elections for the Student Council were taking place and that the process would be completed very shortly. **[SER p.48; M5a, M5b]** Students whom the review team met understood the role to be played by their representatives in presenting their views to the Senate. The review team **affirms** the steps being taken to establish the Student Council which will formalise and improve the communication between students and decision-making bodies of the University. **[M5a] [Chapter I Standard III.7]**

5.15 The University supports and encourages cultural and social activities for its students. Faculties offer a range of extracurricular activities such as job fairs, meetings with alumni, 'student of year' and 'excellent student' days, and social and community events. [2.7, M5a] In addition, the review team heard of training and awareness campaigns organised in collaboration with the Albanian Red Cross and with other health organisations. [<http://univlora.edu.al/en/arkiva/5793>] [Chapter I Standard III.8]

5.16 The Student Counselling Centre provides students with a range of services, as noted in paragraph 5.8. [M5b] In addition, the Centre plays a role in collecting and maintaining data on students' employment. [SER p.46; 5.4 Resolution Nr.50] A database has been set up to do this but it is at a very early stage (see also paragraph 1.15). [M9] The University has implemented a positive employment policy to employ graduates from the University and other local universities. The University has recruited 126 of its graduates onto its academic and non-academic staff (79 and 47 respectively). [1.30] [Chapter I Standard III.9]

## Findings

### Good practice

The review team did not identify any features of good practice.

### Weaknesses

The review team did not identify any weaknesses.

### Recommendations

The review team did not identify any recommendations.

### Affirmation of action being taken

The review team affirms the following actions already in progress:

- the steps being taken by the University to improve its staff-student ratio (paragraph 5.6; **Chapter I Standard III.1**)
- the steps being taken to allocate library budget through University budgeting mechanisms and to enrich library stock through donations in order to effectively support students' learning and research (paragraph 5.10; **Chapter 1 Standard II.5**)
- the steps being taken to establish the Student Council which will formalise and improve the communication between students and decision-making bodies of the University (paragraph 5.14; **Chapter I Standard III.7**).

## Judgement

**The Standards for Students and their Support are substantially met.**

## Evidence List

### SER

Upload No.	Evidence No.	Title
4	1.1	University Statutes
5	1.2	University of Vlora Regulation
6	1.7	Regulation of Council of Professors
7	1.10	Approval of regulation
8	1.11	Resolution no. 46
9	1.11.1	Regulation of ESS3 program
10	1.12	Resolution no. 40 New Statute and Regulation of UV
11	1.14	PhD regulation
12	1.16	New structure
13	1.18	Establishment of Strategy working group
14	1.19.1	Human Resources Strategy
15	1.25	Changes in Ethical Code
16	1.34	Collaboration agreements
17	2.1	Approval of the number of part-time and visiting academic staff
18	2.3	Approval of the award of the academic title "Associate Professor"
19	2.4	Defining the categories of academic and administrative support staff
20	2.5	Evaluation and grade conversion committee
21	2.6	Approval of the selection criteria and the competition and evaluation procedures for application for full-time academic staff positions
22	2.12	The economic and financial and administrative-managerial analysis for 2015
23	2.13	Dissemination of inspection report
24	2.15	Approval of transparency program (published information and data protection)
25	3.1	List of study programs from each faculty
26	3.5	Student Admission Requirement academic year 2017-2018
27	3.5.2	PhD admission criteria
28	3.6.1	BSc Nursing
29	3.6.2	BSc Biology
30	3.6.3	BSc English
31	3.6.4	BSc Economics
32	3.6.5	SpM (MP) Biology
33	3.6.6	SpM (MP) Nursing
34	3.6.7	MSc Business Administration
35	3.6.8	MSc in Albanian Language and Literature
36	3.6.9	PhD in Mathematics
37	3.11	Maritime Training Centre
38	3.16	Senate resolution for English in Second Cycle Programs
39	3.17	Senate resolution for English in Third Cycle Programs
40	3.24	Example of admissions criteria for master's program
41	3.25	Example of Program oriented to labour market
42	3.28	Establishment of working group for review and design study programs

43	3.29	Senate Resolution on qualifications of teaching staff
44	3.34	Decision of Council of FTS for equivalences for credit transfer
45	3.37	Senate Resolution for graduation with thesis defence
46	3.38	Study programs in Engineering, natural and medical Sciences
47	4.4	Order for the PDF system in the absence of University Management System
48	4.7	Faculty of Public Health laboratories
49	4.14	Procedures for University Publications
50	4.23	Approval of the Regulation of the Research Centre of Public Health
51	4.25	Creation and functions of the Internal Evaluation and Quality Assurance Unit
52	4.28	UV Scientific Research Activity 2015-16
53	4.31	Draft of Agreement between UV and TEI of Crete
54	4.32	Memorandum of understanding FPH and Lab of Ionian University of Greece
55	4.33	Network of Albanian Researchers in the Diaspora (NARD)
56	4.45	Community Services
57	5.3	An example of transfer procedure from the Faculty of Economics
58	5.11	Resolution "For an exceptional examination period at the University of Vlora "Ismail Qemali"
59	5.12	Resolution " On approving the total number of the Academic Senate members and the numerical structure of the University of Vlora" "Ismail Qemali"
60	5.13	Resolution "On the approval of two members of the Central Institutional Election Committee of the University of Vlora "Ismail Qemali"
61	5.6	Resolution "On approving the proposal of the Marketing Office at University of Vlora "Ismail Qemali"
62	1.19	Endorsement of European Charter for Researchers
63	1.6	Regulations for Departments and Faculties
66	2.14	Management Information System-SMI Univlora
67	2.16	Building C, construction project
68	2.17	Building A, reconstruction project
69	2.18	Auditorium " Rilindja"
70	2.19	Building B, reconstruction project
71	2.22	Registers
72	3.15	Department of Mathematics website (screenshot)
73	4.5	Teaching activity register, example
74	5.8	Library Guidance
75	5.9	Library Schedule
76	5.10	Registration Card (student)
77	1.32	UV internal agreements
78	1.33	Mobility agreement
79	2.2	Academic personnel recruitment procedure
80	2.4b	Example of academic recruitment
81	2.7	Academic Counselling Office Activity List for 2015-2016
82	2.8	Training list and diplomas

83	2.9	Conference reimbursement procedure
84	2.10	Budget proposal procedure
85	2.21	Offered price for gas sample analysis
86	3.2	Information day
87	3.8	Examples of self-assessment report
88	3.9.1	Restructuring of study programs in Nursing
89	3.9.2	Restructuring of BSc Navigation
90	3.9.3	Review Procedure BSc, MSc, MP, FE
91	3.9.4	Review of study program in Faculty of Human Sciences
92	3.10	Syllabus example
93	3.13	UV strategy 2008-2013
94	3.18	Action Plan Amici project
95	3.23.1	Opening and approval procedure of BSc in History-Geography
96	3.23.2	Opening and approval procedure MP. Penal law
97	3.23.3	Opening procedure of new study program FPH (FSHP)
98	3.23.4	Design and approval procedure MsP (MP) Marketing
99	3.23.5	Design and Approval Procedure SpM.Biology_English
100	3.26	Academic staff first cycle study programs
101	3.30	List of professional agreements
102	3.32	Academic Staff Second Cycle program
103	3.33	Study programs with supplement
104	3.35	Mobility credit ERASMUS recognition
105	3.36	Examples of transferring studies
106	4.10	Example of a diploma defence procedure for a first-cycle degree program Faculty of Technical Sciences
107	4.12	Example of a diploma defence procedure Faculty of Economics
108	4.13	Example of a diploma defence procedure Faculty of Public Health
109	4.17	Example of addressing student academic complaints
110	4.43	University Publications
111	1.3	Decision on Regulation changes
112	1.4	Data protection
113	1.5	Changes in Statutes
114	1.8	Ethical Code
115	1.9	Regulation of Academic Senate
116	1.13	Budget 2012
117	1.15	Old structure
118	1.17	Project sector
119	1.20	Resolution no. 78
120	1.21	Annual Report
121	1.22	Qualifications of Academic staff of the University of Vlora
122	1.23	Admission criteria
123	1.24	Program procedure cycle
124	1.26	Thesis defence procedure
125	1.27	PhD Procedure
126	1.28	FPH annual report 2016
127	1.29	Market demand analysis
128	1.30	Staff (academic and non-academic)
129	1.31	EU grant project list
130	1.32.1	Agreement, student and staff
131	1.35	ERASMUS projects

132	1.36	List of professional agreements FPH
133	1.37	Foreign academics
134	2.10	Budget for 2016
135	2.11	Drafted budget for 2017
136	2.20	Memorandum agreement
137	3.3	Info Day Project AMICI
138	3.4	Launch of UV
139	3.7	Project plan
140	3.8.1	Annual Report
141	3.12	Part time study
142	3.14	Strategy of different units
143	3.19	Distribution of hours
144	3.20	Payment of overtime work
145	3.21	Agreement for annual workload
146	3.22	Agreement of annual workload with public HEI
147	3.31	Representatives of business fields
148	4.1	Faculty of Public Health (FPH) Regulation 2017
149	4.1.1	Care Department Regulation, Faculty of Public Health
150	4.2	Faculty of Technical Sciences (FTS) Regulation 2015
151	4.3	Curriculum improvement process, example FPH
152	4.6	Faculty of Technical Sciences, annual activity report 2014
153	4.8	Example, Development of professional practice course – Practice DET325 Lundrimore – Naval Sciences
154	4.9	Example of professional practice assessment, Faculty of Public Health
155	4.11	Master of Science Degree Defence Procedure Faculty of Technical Sciences
156	4.15	Syllabus approval procedure FE
157	4.16	Course syllabi, example Faculty of Public Health
158	4.18	Research scientific report templates
159	4.19	Department of Nursing Strategy, Faculty of Public Health
160	4.20	Adaption of curricula for labour market, demand for German language, PFH
161	4.21	UV Regulation of scientific research centre
162	4.22	Resolution no. 81 Transformation of the basic unit in research centre, FPH
163	4.24	The Research Centre of Public Health Strategy
164	4.26	Resolution no. 79 date 12.12.2016
165	4.27	Department of Nursing Draft Budget FPH
166	4.29	Resolution for approval of budget plan
167	4.30	Resolution no. 87
168	4.34	Research Projects Faculty of Public Health
169	4.35	Conferences and seminars UV 2014-2017
170	4.36	Resolution no. 86
171	4.37	Resolution to grant the title of doctor honoris causa
172	4.38	Resolution for the Selection Criteria for Full-Time Academic Staff Positions at UV 2015
173	4.39	Resolution for the Selection Criteria for Full-Time Academic Staff Positions at UV 2013
174	4.40	Teaching and research groups Department of Foreign Languages

175	4.41	Teaching and research groups Faculty of Public Health
176	4.42	List of UV lecturers who teach abroad
177	4.44	Publications Faculty of Humanities
178	5.1	Agreement of Regional Education Directory with the Institution
179	5.1.1	Agreement of Regional Education Directory in different years
180	5.2	Pedagogue/student report
181	5.4	Resolution no 50 "Approval criteria for admission of candidates in the second cycle programs of study for the academic year 2016/2017"
182	5.5	Response from the Ministry of Education
183	5.7	Rector Guidance no. 1586 date 21.11.2016
184	5.14	Career counselling and alumni office activity for the academic year 2014-2015
185	5.15	Alumni Database
186	5.16	Organization of the work fair in cooperation with Chamber of Commerce
187	3.5.1	Acceptance criteria

#### Further Evidence (FE)

Upload No.	Evidence No.	Title
1		Response to request for further evidence
2	1.1.1	Explanation of student number trend
3	1.1.2	Explanation of change in numbers of invited staff
4	1.1.3	Explanation for changes in numbers of students sent to partner institutions (2014-15 to 2016-17)
5	1.2	Current University committee structure
6	1.3 a	Current University organizational chart (academic)
7	1.3 b	Current University organizational chart (administrative)
8	1.4	Example of a current faculty organization chart showing key roles and committees and reporting lines
9	1.5	Internationalisation Strategy
10	1.6	Annual Report 2016
11	1.7	Evidence of market research
12	1.8	Evidence regarding placements, services and support provided by partner institutions
13	1.9	Evidence of employment of graduates
14	1.10a	Partnership agreement – example
15	1.10b	Erasmus exchanges
16	1.10c	List of partnership agreements
17	2.5	Project Plan (SER document 3.7) in English
18	2.6	Explanation of status of Strategic Plan
19	2.7	Health and safety certificates and other evidence of accommodation meeting building regulations
20	3.1	Note of position with regard to enrolment of foreign students
21	3.2	Academic staff workload calculation
22	3.4	Student publications
23	4.1	Advisory Board

24	4.2	Minutes of Senate
25	4.3	Evidence of work of the Office of Project and External Relations
26	4.5 a	Example 1 – development strategies adopted by main and base units
27	4.5 b	Example 2 - development strategies adopted by main and base units
28	4.6	Regulation of the Faculty of Public Health
29		Regulation of the Faculty of Technical Sciences
30		Curriculum restructure proposal
31		Accreditation documentation
32	4.7	Approval of Annual Report 2014
33	4.8	Rectorate minutes
34	4.9	Report on the activity of the Faculty of Public Health
35, 36	4.10	Evidence of market research activity
37	4.11	Tracking of students after graduation
38	4.12	Partner institutions by program
39	4.13	Evidence to show that examination marking is planned to be anonymous
40	4.15	Peer-reviewed journal papers published by UV staff in 2015-17
41	4.16	Staff participation in overseas conferences
42	5.2	Quota for Roma/Egyptian students

#### **Additional Evidence (AE)**

<b>Upload No.</b>	<b>Evidence No.</b>	<b>Title</b>
1		Review visit schedule
2		Draft University strategy 2017-2024
3		Academic Senate decision to increase number of staff
4		Functions and structure of the Internal Quality Assurance and Evaluation unit
5		Functions and structure of the Lifelong Learning Office
6		Criteria for the appointment of new staff
7		Student publications
8		Example of Department Strategy
9		Example of Faculty strategy
10		Example of space used in other organisations
11		Tutoring policy
12		Training courses
13		Report of activities of the Internal Quality Assurance and Accreditation Unit
14		University regulation on cheating in examinations
15		Guidance given to students on cheating in examinations
16		Example of curriculum change
17		Self-assessment report for the department of Computer Science
18		Internal audit report (under new structure)
19		Internal audit report (under former structure)
20		Example of program closure
21		Senate decisions
22		Workload based on directive 20 MoE

## Meetings

M1	Meeting 1
M2	Meeting 2
M3	Meeting 3
M4	Meeting 4
M5	Meeting 5
M6	Meeting 6
M8	Meeting 8
M9	Meeting 9