



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

**Report of Albanian University**  
May 2017

REVIEW TEAM:

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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 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 headings, the 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 actions 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 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 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**

Albanian University is a private institution of higher education licensed in April 2004 by the Ministry of Education and Science, the Council of Ministers of the Republic of Albania. It enrolled its first students for the 2004-05 academic year, with the initial course of study in dentistry. The University prides itself in its mix of teaching and research and in that same academic year ran its first Dental Conference. In 2005-06, the University offered undergraduate degrees in pharmacy, architecture, legal sciences and political science. In 2006-07 the University built on this and at this point had 2,000 students enrolled.

The University encourages involvement in debates and public affairs through forums, workshops, seminars, conferences, and debates and included academics, students and stakeholders. In April 2007, in addition to UFO Press, the University expanded its public voice through the television channel 'UFO Education' (now UTV News), designed to be an educational channel. In addition, the University offered new programmes in the second and third cycle of studies, supporting further specialisation of its students, closer links to the needs of the labour market and wider collaborations with some teaching being undertaken by foreign professors. In 2012-13 the University further developed and offered a wider range of programmes of the second cycle, professional master's in the field of nursing and psychology, as well as the establishment of programmes of the third cycle for doctorates in the fields of law, economics, psychology, political science, pharmaceutical science and architecture. The University is now giving priority to the consolidation of quality in teaching and research.

## Summary report

Albanian University is a private institution of higher education licensed in April 2004 by the Ministry of Education and Science, the Council of Ministers of the Republic of Albania. Albanian University is among the first private universities in the Republic of Albania and has been operating for more than a decade, currently organised into three faculties: the Faculty of Social Sciences, the Faculty of Medical Sciences and the Faculty of Applied Sciences and Economics. The University is based in Tirana and has six buildings with another planned for September 2017. The provision includes the University Clinic which is an important part of the study programme in implementing the curriculum of the Department of Dentistry. Attached to the Clinic is the Day Hospital, with surgery rooms and 24-hour hospitalisation. The University offers 48 study programmes in three cycles of studies across its faculties and using the European Credit Transfer System. There are 16 programmes of study in the first cycle of studies, 24 second cycle and eight third cycle. At the time of the visit there were 6,964 students enrolled.

An effective self-evaluation report (SER) was developed by a team at the University which included a student representative. Drafts were circulated to a wider audience within the institution before being finalised and approved by the Rector. The SER is comprehensive and informative although would be more useful if the level of evaluation was greater.

The visit took place over two days on 18 and 19 May 2017. The review team was made up of three senior higher education reviewers from the UK and one experienced higher education member of staff from an Albanian institution. The review team was supported by the Review Manager and a note-taker provided by the Albanian Public Accreditation Agency for Higher Education (APAAL). The review team received the SER and the portfolio of supporting evidence eight weeks in advance of the review visit, later supplemented by additional documentation requested. In all, some 217 documents enabled the team to familiarise themselves with the structure, policies, management procedures and nature of teaching and research activity undertaken by the University. Evidence included the Statute of the University, Academic Regulations, Annual Reports, admission and orientation procedures, list of external agreements and memoranda, examples of programme information and evidence of deliberative meetings.

The review team met with senior managers, students, lecturers, administrative and support staff, as well as external partners and employers during the review visit. Discussion supported the clarification of procedures, responsibilities and viewpoints. Notes were taken at all meetings. As part of a tour of the main campus the review team viewed the library, teaching areas, laboratories and offices.

The standards for organisation and management are met. Albanian University governance and regulatory frameworks comply with the legislation in force aligned with its mission and objectives. The University is efficiently managed. The internal management bodies are the Academic Senate, the Administrative Board, the Rectorate, the Council of Ethics, the Professor Council, the Faculty Councils and the Department Councils. There are particularly strong links between the Office of Internal Quality Assurance and the departments and this is good practice. The University conducts thorough research to achieve its mission and purpose, including detailed labour market analysis which includes an analysis of graduate destination, which is also good practice.

The standards for resources are substantially met. The University operates out of a number of buildings which are generally well equipped and which have good information technology. A new building is being prepared for use in September 2017. A University Clinic is particularly well equipped for dentistry and this is good practice. Appointment of staff is in accordance with legislation but there has been a high turnover of staff over the previous

three years which is considered a weakness and the University is recommended to review the impact of this. The University is establishing a new information technology database system which is affirmed. The distribution of financial resources and their use is decided on the basis of a three-year financial programme.

The standards for the Curriculum are met. The University conducts market studies before opening new programmes. The University has an ambitious plan to offer some of its programmes of study in Italian as well as Albanian. The first of these has recently been approved by the Ministry of Education and Sport. At present the programmes at doctoral level have not yet been accredited and at the time of the visit a decision was awaited. The University programmes are actively promoted to school leavers and others through its website, television news items, social media and meetings with high school graduates. The use of television and social media are good practice.

The standards for teaching, learning, assessment and research are partially met. The University has clear rules and procedures to ensure that students fulfil the requirements at each study level. This process is regulated and documented. Lectures alternate with practical work. In the Faculty of Medicine, students work directly with patients in clinics or at facilities in the service sector. The quality of study programmes and teaching is kept under constant review by departments. A Doctoral School has been set up, but its programmes are not yet accredited. The absence of an accredited doctoral programme on which some students are already studying is a weakness. Departments do not have clear and comprehensive research foci. The review team considers this lack of strategy to be a weakness. It is recommended that the University clarifies and implements its priorities for research.

The standards for students and their support are met. The University orientates and advises its students well. Students told the team that each professor outlines all the aspects of each module at the beginning of each semester and that they were pleased with the balance of theory and practice in their programmes. Advice and counselling is available for students from their initial contact with the University for information about their programmes until after they graduate. This includes academic tutoring and counselling, methodological mentoring and counselling, and open lectures. Student handbooks are adequate and include the rights and duties of the student, student transfers, and disciplinary procedures. It does not cover, for instance, assessment or complaints. The encouragement of and the attention paid to the student voice is good practice.

## Summary of findings

### Good practice

The review team identified the following features of good practice:

- the close integration of quality assurance specifically located in at least one full-time academic member of staff in each department (paragraph 1.4; **Chapter III Standard I.2**)
- analysis that attempts to map market demand with university preparation clearly helps the University to achieve its mission and purpose (paragraph 1.9; **Chapter III Standard III.1**)
- the provision of 70 good quality individual surgery stations for students to use in the dental clinic (paragraph 2.18; **Chapter III Standard VII.5**)
- the innovative use of television and social media to publicise the University's programmes and open days among target audiences (paragraph 3.2; **Chapter I Standard I.1**)
- the encouragement of, and the attention paid to, the student voice enabling students to play an effective part in the enhancement of their educational experience (paragraph 5.7; **Chapter I Standard III.7**).

### Weaknesses

The review team identified the following weaknesses:

- the University has over the previous three years recorded a high number of staff leaving (paragraph 2.2; **Chapter III Standard IV.1**)
- The current situation regarding the lack of accreditation for the doctoral programme on which some students are already studying (paragraph 4.2; **Chapter I Standard II.2**)
- the number of projects in which the University is engaged is low compared to the number of academic staff and students (paragraph 4.7; **Chapter II Standard I.1; Chapter II Standard I.4; Chapter II Standard I.6**)
- departments do not have clear and comprehensive research foci (paragraph 4.9; **Chapter II Standard I.4**).

### Recommendations

The review team identified the following recommendations:

- that the University review the impact of the high annual turnover of staff and take appropriate action (paragraph 2.2; **Chapter III Standard IV.1**)
- that the University take steps to ensure there is a pathway to a qualification for all enrolled students (paragraph 4.2; **Chapter I Standard II.2**)
- that the University adopt a strategic approach to the development of research and adopt an action plan (paragraph 4.7; **Chapter II Standard I.1; Chapter II Standard I.4; Chapter II Standard I.6**)
- that the University clarifies and implements its priorities for research (paragraph 4.9; **Chapter II Standard I.4**).

### Affirmation of action being taken

The review team affirms the following action already in progress:

- the introduction of new information technology software (paragraph 2.13; **Chapter III Standard VII.1**).

### **Summary of judgements for each Evaluation Area**

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

### **Summary Judgement**

The review team recommends to the Accreditation Council that at Albanian University the State Quality Standards are **substantially met**.

## Detailed report

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

1.1 Albanian University (the University) governance and regulatory frameworks comply with the legislation in force aligned with its mission and objectives. It operates in accordance with Law no. 9741, dated 21.5.2007, 'For Higher Education in Republic of Albania' and its amendments, as a private higher education institution according to the 49 articles of its internal legal Statute and 53 articles of Regulation. **[SER p.5; 1.1; 1.2]** It has continuously adapted its Statute and Regulation to changes over the years, the most recent being a Rectorate decision to change the institutional structure of the University. **[SER p.5; 1.3]** In accordance with the new Law No. 80/2015, dated 07.09.2015, 'On Higher Education and Scientific Research in Higher Education Institutions in the Republic of Albania', the University is currently restructuring again and has, through its Senate and by order of the Ministry of Education and Sports adopted its new Statute of 88 articles and drafted its Regulation of 59 articles. **[SER p.5-6; 1.4; 1.5; 1.6; 1.7 ] [Chapter III Standard I.1]**

1.2 The University is efficiently managed, with a clear organisation structure and clear lines of reporting occurring between those aspects of the University that have a role in management. There is good representation on the committees which helps to underpin a good understanding of the responsibilities for management oversight. The internal management bodies are the Academic Senate, the Administrative Board, the Rectorate, the Council of Ethics, the Professor Council, the Faculty Councils and the Department Councils. **[SER, p.6-7; 1.1, Articles 7, 8, 9, 10, 16, 17; 1.8 a, b; 1.9; 1.2 Article 19; B.4; C.10 f; C.27; C.28]** The Professor Council organises and directs doctoral studies. **[1.1 Article 17; M6]** The University management authorities are the Rector, the Deputy Rectors, the Administrator, the General Secretary, Deans of Faculty (currently appointed, but to be elected with the introduction of the new law) **[M4]** and Heads of Department. **[SER p.6-7; 1.1, Articles 7, 11, 12, 13, 14, 25, 27]** The Rectorate, after receiving requests and information from all the offices and departments of the University, prepares and presents the budget to Academic Senate for approval. The Academic Senate then presents it to the Administrative Board for final approval. **[SER p.6; 1.2 Article 5, p.6; also Articles 4-10; 1.1 Articles 8, 4.p, 9, 2.e, 10, 5.b; M1]** The reduction of institutional expenses and the increase of spending on student services is a priority of the current budget. **[M4]** Three faculties and ten departments deliver programmes for three cycles. **[1.1 Article 22, p12-13] [Chapter II Standard I.2; Chapter III Standard II.3]**

1.3 The Senate and Administrative Board meet periodically and consider a range of important university business, including the budget, the Strategic Plan and the Annual Report. They also consider more local matters, such as changes to the curriculum, exam timetables and student complaints. **[M11; M12; M13]** Decision-making generally follows a hierarchy, moving from Departmental Councils to Faculty Councils and then to Academic Senate. **[M3; C.23]** The Academic Senate meets three times a trimester **[SER p.8; 1.8a, Article 14]** with a set agenda, which is proposed by the Rector as Head of the Senate. The Rectorate submits agenda items for discussion and they are sent in advance to the members of the Senate. **[SER p.7; 1.8a, Article 8]** Senate decisions are signed off by the Rector and made public within three days from the conclusion of the meeting. **[1.8a, Article 11]** Although the University does not use meeting action plans, decisions for actions taken by collegiate bodies are monitored by chairs at the beginning of each meeting. Thus, for instance, the Head of Department monitors decisions taken at the previous Department Council, the Dean monitors decisions taken at the previous Faculty Council, and so on. **[M3; M4]** This did not, however, appear to be the process for Rectorate meetings. **[C.30]** The Administrative Board meets behind closed doors at least once a month, but may also hold extraordinary meetings. **[SER p.8; 1.10 Article 5]** It is convened by the Administrator, who

circulates the meeting's agenda and the main issues to be discussed. [SER p.8; 1.10 Article 5, p.2, Article 8] The fact that it is held behind closed doors and is answerable to the owners of the University raises issues of transparency, and there is a risk of misunderstanding from decisions being taken in secrecy, although minutes are published. [C.26; M15] [Chapter III Standard I.3; Chapter III Standard II.1; Chapter III Standard II.3]

1.4 There are a number of internal mechanisms which ensure the efficient functioning of the University within its autonomous limits including: the management functions of the two vice-rectors, [1.2 Article 8, p.11] the Office of Internal Quality Assurance, and its Manual [SER p.9; 1.12; 1.11] and, depending on the size of the department, from one to three full-time academic staff members who have responsibilities for quality assurance at department level. [SER p.9; 1.13; M11; M12; M13] The department quality assurance member is trained by the Office of Internal Quality Assurance and liaises between students, the department and the Office of Internal Quality Assurance. The close integration of quality assurance specifically located in at least one full-time academic member of staff in each department is a feature of **good practice**. This ensures that institutional policy and practice for assurance of standards is diligently followed in each department. [Chapter III Standard I.2]

1.5 The Office of Scientific Research Coordination and the Office of Foreign Relations work to expand partnerships and secure European and other funding. [SER p.9; 1.1 Articles 20, 21, p.11; 1.15] To date only one bid for international funding has been successful, for an Erasmus+ project, but several other bids are currently pending. [M2] The University currently engages two legal consultants, one for the development and improvement of curricula and one for external relations. [SER p.9; 1.14] [Chapter III Standard I.4]

1.6 The University's strategic development is based on an effective strategic plan for the period 2013-17. [SER p.10; 1.16] It was constructed by the Rector after University-wide consultation. [M2; M4; M12; M13] It contains a five-point Mission and six Objectives: Institutional Organisation; Teaching, Curriculum and Learning; Scientific Research; Internal Quality Assurance; Service Activities; and Foreign Relations. [1.16] It includes short-term measures, such as the review of each programme, and long-term measures, such as the internationalisation of provision in six new programmes which will all be taught in Italian. [M1; M12; M13] A new strategy 2017-22 is currently under discussion and construction. [SER p.10; M12; M13] [Chapter III Standard I.5]

1.7 The University annual report is openly discussed and compiled at various levels, including in the Departments, the Faculty Councils, the Rectorate, Academic Senate and the Office of Internal Quality Assessment, before it is submitted to the Ministry of Education and Sport for verification and published on the University's official website. [SER p.10; 1.1 Article 8, 4.o, p.4; 1.2 Article 22, 3, p.22, Article 19, 1.c, p.19, Article 13, 4, p. 15, Article 5, 5, p.7; 1.18; <http://albanianuniversity.edu.al>; C.18; C.19; C.20; C.21; C.22; C.29; C.30; C.31; M1; M4] It contains some useful data, including overall faculty resources, pass rates and cooperation agreements, [1.17 p.13, 11; 24-5] but it does not analytically evaluate the data it presents. It summarises a few student complaints without stating outcomes. [1.17 p.11] It contains an analysis of strengths, weaknesses, opportunities and threats (SWOT), but not an action plan nor specific, measurable, achievable, timebound (SMART) targets for improvement. [1.17 p.26-27] [Chapter III Standard I.6]

1.8 The University has appropriate structures to accomplish its mission and purpose. It conducts its activity with respect for the principle of institutional autonomy and academic freedom, as expressed in its Statute. [SER p.11; 1.1 Article 6, p.3] It offers study programmes in all three study cycles: bachelor, master and third cycle programmes of specialisation and PhD. [SER, p.12; 1.1 Article 35, p.17] Students are currently enrolled on doctoral studies programmes. [M6] The team was told that the University was currently

awaiting the outcome of an application to the Ministry of Education and Sport to accredit their third cycle. **[M4]** Subsequent to meeting with the Rectorate, Albanian colleagues explained that this did not necessarily endanger students because they could transfer to another institution to receive their awards. At the judgement meeting, APAAL representatives also explained that a previous University application for third-cycle provision had been rejected (see paragraph 4.2). [personal noted from judgement meeting] Each department is composed of at least seven effective members and almost 50 per cent of them hold degrees and academic titles. **[SER p.12; 1.19]** AU has an official website at [www.albanianuniversity.edu.al](http://www.albanianuniversity.edu.al). **[checked 29 March 2017] [Chapter III Standard II.1]**

1.9 The University conducts thorough research to achieve its mission and purpose, including detailed labour market analysis for its provision as is evidenced by the document 'Labor Market Analysis 2015-2016' for the Faculty of Applied and Economic Sciences'. The document contains four main sections: 'the contextual information on relevant issues and topics of research; information regarding the destination of graduates in the labor market; information on the perceptions of employers for hiring graduates; and recommendations for drafting policies in order to comply (sic) skills offered at the university with the skills required in the labor market'. **[SER p.13; 1.20]** Such analysis that attempts to map market demand with university preparation clearly helps the University to achieve its mission and purpose to deliver quality university and professional education **[1.1, Article 5]** and is a feature of **good practice**. The Office of Career, Coordination and Student Support regularly collects data about rates of employment for students according to their field of study and graduation year, **[SER p.54; 3.12; M3]** but the presentation of data is a numerical record of graduates employed within their field of education and not an analysis, hence the University is not in a position to monitor the effectiveness of measures to strengthen the employability of its graduates. **[Chapter III Standard III.1]**

1.10 The University pursues a strategy of collaboration and partnership at regional, national and international levels. The University has developed a clear partnership strategy, which contains four substantial strategic goals and usefully articulates how to achieve them in a long-term action plan. **[SER p.14; 1.21]** Recent successes of this strategy include agreements with the Agricultural University of Kamze, the Sports University in Albania, Polanski College in Kwidzin and the University of Naples 'Federico II'. **[SER p.14; C.2; C.3; C.4]** The University has signed 40 agreements with partners in the region and cooperates with some of them when designing new programmes. **[SER p.14; M8]** The types of local partners include architects, elderly rest homes, schools, municipality departments, a producer of chrome, a hospital, a pharmaceutical company, an accounting company and a major international shipping line. **[M8]** The nursing recruiting agency, PMK Medical Care, collaborates with the University and 120 students have signed agreements with it. **[M8]** The University's work with international institutions includes cooperation agreements with 12 international universities, invitations to guest lecturers and participation in the Erasmus+ programme. **[SER p.14-15; 1.23; 1.22; 1.24; Video (unseen)]** At the time of the review, the University's total partner list numbered 94 agreements at regional, national and international level. **[C.5] [Chapter III Standard III.2]**

1.11 The University collaborates with 46 external institutions to provide student internships, **[SER p.15; 1.25]** but it is unclear if all of these are regularly engaged in student support. It also has cooperation agreements with 65 institutions to support its programmes, such as governmental bodies and international universities, **[1.26]** but again it is unclear how many of these actively contribute to the University. **[Chapter III Standard III.3]**

1.12 The University supports a small amount of international mobility for academic personnel and students. Its academic staff participate in international conferences, mostly held in Tirana. **[1.27]** It has signed agreements that enable exchanges of students and academic staff through one Erasmus+ project and has applied for other projects with, for

instance, the University of Pisa and the University of Padova. **[SER p.15; 1.15]** The University paid the fees for some students to attend a conference at the University of Ioannina **[M5]** and supported a student in a collaborative relationship with the University of Vienna. **[M6] [Chapter III Standard III.4]**

## **Findings**

### **Good practice**

The review team identified the following features of good practice:

- the close integration of quality assurance specifically located in at least one full-time academic member of staff in each department (paragraph 1.4; **Chapter III Standard I.2**)
- analysis that attempts to map market demand with university preparation clearly helps the University to achieve its mission and purpose (paragraph 1.9; **Chapter III Standard III.1**).

### **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 did not affirm any actions already in progress.

## **Judgement**

**The standards for the Organisation and its Management are met.**

## Evaluation Area 2: Resourcing

2.1 Albanian University has an organisation chart [2.1] published on the website. Recruitment of research, teaching, support and administrative staff is in accordance with legislation. [1.1, Article 43, p.21; 2.4 - a, b, c, d, e] Each employee has an individual employment contract. [1.1, Article 39, point b, c, p.20] The University prioritises the recruitment of qualified academic staff who have graduated abroad and in particular the University values the employment of academic staff from its foreign collaborators. Criteria are set in July and used to create a profile based on the needs of the University for the next year, which also identifies staff recruitment needs. Jobs are widely publicised through the websites and on television. A commission is established to review applicants against the criteria. [SER p.17; 2.3; 2.5; 1.16, Objective 6, p. 24, M1; M3] [Chapter III Standard IV.1]

2.2 The University has over the previous three years recorded a high number of staff leaving; for example in 2016-17 83 staff left and 63 were newly recruited. On average, in each of the last three years, 58.2 per cent of staff have changed. This does not support the University objective to consolidate high quality teaching. [M1; M2; M3] This is in part explained by the increasing demands of the University for higher qualifications in its staff. However, there are inevitably some issues of continuity with high turnover. Managers accept that this is a high turnover and had no further response in explanation. The review team considers this to be a **weakness** and **recommends** that the University review the impact of the high annual turnover of staff and take appropriate action to fulfill the requirement for continuous improvement of teaching quality. [196 p.7, M1; M2; M3] [Chapter III Standard IV.1]

2.3 The University offers academic and administrative staff opportunities for staff development provided internally and externally as required by their role. [2.6 a, b, c, d; 2.7] All academic and research teaching staff are involved in the process of providing information during 'Open Days', at the start of the new academic year, in order to offer as wide a perspective as possible on everything that is offered at the University. [2.8] The Ministry organises education fairs which the University participates in. [M1; M2] The University holds social events, such as book promotions, round tables with various business stakeholders on issues of the day, and various personalities from areas of science or art. [SER p.18; 2.9] [Chapter III Standard IV.2]

2.4 Each member of academic staff has an appraisal at the end of each academic year, and the University conducts a summative evaluation at the end of the year through the office of internal quality assurance. [1.17; 2.15] These reviews include feedback from students through the online surveys and focus groups. [2.16] Students are of the opinion that teaching and the commitment of teachers is good. [student survey] [Chapter III Standard IV.3]

2.5 The University's development strategy has as one of its main priorities the further qualification of its academic staff. The teaching department holds workshops twice a year to which teaching staff are encouraged to attend. A teaching methodology workshop this year concerned changes to assessment methods. [M4; M12; M13] The University promotes the training of its staff, focusing on the organisation of national and international scientific conferences, in cooperation with well known universities in Europe where studies are accepted on the basis of a preliminary scientific assessment and are published in a collection of abstracts or 'Proceedings' with an ISBN number. [2.10] There is a provision of financial support for staff taking part in various scientific activities such as conferences and for the publication of various academic texts in the form of printed books or lectures. [SER p.19; 2.13; 2.11; 2.14; M4; M12; M13] [Chapter III Standard IV.3]

2.6 Academic staff are encouraged to publish their research in the scientific journal OPTIME which is published twice a year. **[2.12]** Papers are peer-reviewed to ensure their quality. Professors and Lecturers are entitled to a sabbatical period of up to one year once every seven years. Cooperation agreements with higher education institutions in Europe, and the participation of foreign professors as lecturers in open lectures, workshops and scientific conferences promotes professional development and the sharing of expertise at the University. **[1.22; 1.29; 2.17] [Chapter III Standard IV.3]**

2.7 Social activities are provided in cooperation with partners such as the Albanian Red Cross and the University Hospital to help orphaned children and abused women. The University also supports some sporting activities such as football. **[2.18]** The University views cooperation agreements with foreign universities as an indispensable tool for the mutual recognition of cultures and development and the dissemination of scientific knowledge. **[1.16, Objective 6, p.24; 1.23]** Employment contracts are submitted to the relevant government bodies, and each employee is a beneficiary under legislation. **[SER p.19; 2.4; M5; M6; M11] [Chapter III Standard IV.4]**

2.8 The Human Resources Office coordinates employee documentation in accordance with applicable law and the University Statute collects and compiles statistical reports as required by the University. **[SER p.20; 1.9; 2.19; 2.4] [Chapter III Standard II.2]**

2.9 The distribution of financial resources is effective; their use is decided on the basis of a medium-term three-year financial programme drafted in accordance with the National Standards on higher education. The financial resources of the institution are planned in consideration of the needs for the normal development of the University's educational and scientific activities. The process of drafting the financial programme starts in September and is approved by December of the preceding financial year. **[1.1, Article 10, p.6; 2.20]** During the drafting and implementation of the financial programme, the University follows the rules of the Law on Accounting, National Accounting Standards, its implementation and all other financial fiscal rules, according to the laws and other legal acts and regulations in operation. **[SER p.21; M4] [Chapter III Standard VI.1]**

2.10 The University is assigned an annual budget in accordance with a needs-based financial programme, which is approved by the Administrative Board after being drafted by the Rector and being discussed at the Academic Senate. **[1.1, Article 10, p.6; 2.20]** The Department of Finance drafts an implementation of the budget following discussion and with a policy of transparency of distribution. **[SER p.22; 2.21; M4] [Chapter III Standard VI.2]**

2.11 The financial activity of the University is subject to audit in accordance with legislation on accounting and auditing requirements of international financial reporting. The University has an Internal Audit office. Financial statements of the University are published each year, together with the report of the Statutory Auditor, in accordance with legislation. The financial activity report is discussed at meetings of the Academic Senate and the Administrative Board. **[1.2, Article 5, p.6]** Managers expect that the indicators of the financial programme and its implementation will be shared and discussed with students through the Student Council. **[SER p.22; M4] [Chapter III Standard VI.3]**

2.12 The University website provides information for the general public, students and staff, and includes the annual academic calendar, teaching schedules, exam season schedules, activities, meetings and workshops, social events, SERs, programmes on offer, statutes, the organisation chart, and regulations. **[website, 2.22]** The University engages UTV television to promote academic and social activities including information about programmes on offer and research undertaken. **[SER p.23; M2; M6; M11; M12; M13] [Chapter III Standard VII.1]**

2.13 University offices are required to provide detailed information about the institution, while maintaining confidentiality on specific issues. **[2.1]** An intranet system is used within the structures of the University. The purpose of the information system is the support, coordination and development of the academic staff, teaching research staff, administrative staff and students through the range of internet-enabled facilities such as laboratories, electronic archives and webmail. A new database system is planned for introduction shortly in order to provide better use of data in the University. It will offer a more effective, extensive and interactive service to staff and students, including an upload of all student data and as such should provide better analysis to inform improvement. **[SER p.23; M2; M4; M6; M12; M13]** The team considers the introduction of the new system to be a positive aspect worthy of an **affirmation**. **[Chapter III Standard VII.1]**

2.14 The University has an effective information technology network in all its buildings. Students are supported in their online research by the staff of the library and their teachers, including with use of the online library. **[M10; M12; M13]** Teaching rooms are well equipped with audiovisual equipment such as computers and digital projectors and speakers with microphones in some lecture theatres. **[M10; M12; M13]** The premises are covered by Wi-Fi. Students rate the information technology provision highly. **[student survey]** Computer laboratories are equipped with the appropriate software. Many teachers are able to make use of video as a starting point for debate and discussion on an instructional topic. The University does not offer distance learning programmes. **[M10, SER p.24]** **[Chapter III Standard VII.2]**

2.15 The University has a record of its real estate, its contracts and leases. **[2.23]** It administers six buildings in order to conduct the teaching process for the academic year 2016-17: **[2.24, a,b,c]** There is a master plan for safety, rehabilitation, expansion, and/or restructuring of its real estate. Construction of a new modern facility is expected to start in September 2017. It will be in the city centre with easy access to the other University buildings. It will have improved access for students with a physical disability and be purpose-built for teaching. The University manages its assets according to a set plan, aimed at improving the quality of teaching and research facilities. This is reflected in the annual budget of the institution submitted to the Ministry of Finance. Full-time architects deal with project design and the supervision of construction, reconstruction and partial reconstruction contracts. **[SER p.24; M4; M11]** **[Chapter III Standard VII.3]**

2.16 The Archive and Protocol Office stores records and archives, and classifies the documentary and archival collection of its academic, cultural and scientific heritage. Its archive is managed and functions according to legislation. **[M15; 2.25]** The archive is enhanced through the involvement of the UTV station. All academic and research activities of the institution are archived electronically for reference and for future generations. **[M11]** **[Chapter III Standard VII.4]**

2.17 The University has organised conferences honouring its academic figures, promoting books of its academic personalities, participating in book fairs, organising exhibitions, and honorific ceremonies for its academic figures. The University has a publishing house 'Albanian University Press' which supports this activity. The University pursues a policy of evaluation and development of its academic, cultural and scientific heritage through the Academic Senate granting of titles 'honoris causa'. **[2.26]** **[Chapter III Standard VII.4]**

2.18 The University facilities offer adequate and contemporary conditions for conducting the daily academic and administrative activities, such as: facilities for teaching and administrative staff; school secretary's office; lecture halls; classrooms; laboratory facilities; senate facilities; audio-visual halls; computer labs; conference halls; library facilities; facilities for use by third parties; and sports facilities. Each member of the academic staff has a place

of work in an office or a suitable environment to develop their research and educational activity. Classrooms are well equipped. Insulation in some buildings is less good and as a consequence some students find the temperature too cold at times. Physical resources for dental programmes is particularly good and supports teaching and research. During a tour of facilities the University dental clinic was viewed by the team. The clinic is well resourced. There are 70 good quality individual surgery stations available for students to use in the dental clinic which is **good practice. [student survey 2.28; M10]** This enables individual students to gain good experience of working with patients while supported by their teachers. There are different library facilities in different departments with varying provision in terms of books, journals and information technology. There is little access to information technology other than through laptops brought in, although online access is good and students mostly consider the work of the library as at least good. Feedback from students is gathered as part of the collection of other student feedback and analysed by the Office of Internal Quality Assessment (see also paragraph 5.7). The framework of cooperation between the University and Albanian College in Tirana supports students to use sports facilities such as basketball, volleyball, tennis and gym; however, only half of the students are of the opinion that indoor and/or outdoor sports provision is good or very good. **[2.29; M10; student survey] [Chapter III Standard VII.5]**

2.19 The University establishes a logistics administrative structure to carry out functions of common interest. For example, the University Clinic, together with local and foreign personnel, provides medical services to third parties. The publishing house 'Albanian University Press' supports the entire publishing activity, not only to staff and students, but to all stakeholders across the country. The University has a cooperation agreement with UTV news, to offer information services to third parties. **[M11] [Chapter III Standard VII.6]**

2.20 The University operates through six buildings devoted to teaching and scientific research activities, and their administration, in full compliance with sanitation requirements and avoiding environmental risks. **[2.27]** Most of the buildings are insulated; most of the windows are double-glazed supporting an even temperature and quiet environment. The University consistently maintains and renovates those areas with insulation problems. However, a significant minority of students did not rate the temperature as good or better. **[SER p.24; student survey] [Chapter III Standard V.1]**

2.21 The University infrastructure provides information technology facilities for teaching and administrative staff. A range of subject-appropriate laboratories, library facilities, rooms with audiovisual equipment, computer laboratories and conference halls support the work, although a pharmacy laboratory seemed poorly equipped for the level of work with minimal glassware and chemicals. **[M10; 2.24, 2.28]** The University meets the usable surface norm with an average area of 5.4 m<sup>2</sup>/student in all buildings. For study programmes in engineering, architecture or medicine, the aforementioned norms are followed and in some cases almost doubled. **[2.24, b,c] [Chapter III Standard V.1]**

2.22 The University has arrangements in place for student internships at government and private institutions such as the National Archives, the Ministry of Economy, Trade and Energy, the Ministry of Urban Development and Tourism, Sports Services Agency, and the University Hospital 'Shefqet Ndroqi' and these assist with good practical experience. **[1.25] [Chapter III Standard V.1]**

2.23 Staff have been instructed in how to take appropriate actions in case of a fire incident. **[2.30]** The University has certificates for protection against fire in five of its six premises and has a system for protection from electrical discharge. The University has alternative sources for the supply of electricity as well as sufficient reserves of water allowing uninterrupted provision of electricity and water. **[2.22; 2.27]** However, only a small majority of students believe there to be good or very good access to lifts or emergency stairs. Access

for students with a physical disability is poor; fewer than half of the students are of the opinion that disabled access is good, although there are plans for improved access in the proposed new building planned for use in September 2017. **[M10; M15; student survey]**  
**[Chapter III Standard V.1]**

2.24 All processes of storage and processing of personal data of students are undertaken confidentially and in accordance with the requirements of the legislation on the protection of personal data. The Archive and Protocol office is the department responsible for maintaining the documentation of all significant activities of the University. The documentation is stored and maintained in paper and in electronic form. A database of student enrolment, matriculation number, and personal data is maintained. Data is stored in the relevant departments. The process of information and enrolment of new students is carried out by the Office of Enrolment, Transfer, and Equivalence. **[SER p. 27; M1; M4; M2; M3]** **[Chapter III Standard V.2]**

2.25 Information on the criteria and the application procedure is available via the website as well as through brochures that contain all the programmes of study. The detailed transfer criteria and procedures are provided in the General Regulation of the University, the Regulation on Student Transfers **[2.32]** and faculty regulations. The secretariat offices of faculties provide for each study programme in print and electronic form the fundamental registers, which contain the students' personal data and matriculation. The University's Secretary General is responsible for processing and providing statistics, either annual or over the years, according to the requirements of the institution and the Ministry. **[M4]**  
**[Chapter III Standard V.2]**

## Findings

### Good practice

The review team identified the following feature of good practice:

- the provision of 70 good quality individual surgery stations for students to use in the dental clinic (paragraph 2.18; **Chapter III Standard VII.5**).

### Weaknesses

The review team identified the following weakness:

- the University has over the previous three years recorded a high number of staff leaving (paragraph 2.2; **Chapter III Standard IV.1**).

### Recommendations

The review team identified the following recommendation:

- that the University review the impact of the high annual turnover of staff and take appropriate action (paragraph 2.2; **Chapter III Standard IV.1**).

### Affirmation of action being taken

The review team affirms the following action already in progress:

- the introduction of new information technology software (paragraph 2.13; **Chapter III Standard VII.1**).

## Judgement

**The standards for Resourcing are substantially met.**

## Evaluation Area 3: The Curriculum

3.1 The University offers programmes in all three Bologna study cycles. These have been introduced successively since the foundation of the University in 2004. In accordance with its development strategy, health-related programmes and social sciences are included. **[SER p.30]** At present, the programmes at doctoral level have not yet been accredited and at the time of the visit a decision was awaited. **[1.17, Evaluation report, 2015-16]** Programmes of study are constructed in such a way as to encourage students' development as 'worthy citizens prepared for the labor market ... who at the same time promote, through his/her contribution, a sustainable development in society characterized by civic values and integrity'. **[SER p.31]** The University conducts market studies before opening new programmes to ensure that they are related to labour market needs and in September 2016 a decision was taken to undertake market analyses for all departments. **[4.7] [Chapter I Standard I.1]** The University has an ambitious plan to offer some of its programmes of study in Italian as well as Albanian. The first of these has recently been approved by the Ministry of Education and Sport. **[M1]**

3.2 The University programmes are actively promoted to school leavers and others through its website, which is available in both Albanian and English, television news items (under a formal agreement with UTV), social media and meetings with high school graduates. **[3.1; 3.5b; 2.2]** The innovative use of television and social media to publicise the University's programmes and open days among target audiences is **good practice**. The Academic Manifesto and Student Handbook, **[3.5a; 5.4]** which are available via the website, act as sources of detailed information about the University's programmes of study and include general information on the mission of the University, the academic calendar and academic regulations, the grading systems in use, details of each academic department, a list of programmes of study in all three cycles and social and other facilities. Admissions criteria are published on the website. **[3.7, screenshot from AU website; AE5a-d]** Students told the review team that they had no difficulty in finding information on their programmes of study, and that they considered the assessment methods used were fair and appropriate. **[M5] [Chapter I Standard I.1]**

3.3 The University offers only full-time programmes. The **[SER p.30]** development of continuing education is a strategic objective and there is already some activity in the form of workshops for health service professionals. The University has a policy that allows the transfer of credits at both first- and second-cycle level from study at other institutions, whether universities or professional bodies. **[2.32]** This does not, however, include the possibility of credit for experiential learning. **[Chapter I Standard I.2; Chapter I Standard I.7]**

3.4 Proposals for new programmes of study are initiated at department level and developed in conjunction with the Curriculum Development Office. This was established in 2008 and reports directly to the Rector. **[1.2 Article 14; 3.9]** Proposals are then sent to the relevant faculty for approval and are given final approval by the Academic Senate. **[AE1a-c]** The curricula made available during the review indicated that careful thought had been given to their design and coherence, and their adherence to the institutional development strategy. **[3.3; 1.16]** The curricula are then incorporated into regulations (programme specifications). **[3.2]** These indicate the requirements for successful completion of the programme of study. Syllabuses for individual courses are developed according to a standard template that lists learning outcomes, topics to be covered, teaching methodology and the assessment methods to be used, along with recommended readings. **[3.8]** Assessment methods are kept under review in order to align them with the course objectives. **[M11] [Chapter I Standard I.3]**

3.5 The University has in place a robust methodology for annual review of programmes, led by the Curriculum Development Office. **[1.1 Article 18; M4]** Changes are initiated at departmental level, normally at the end of the academic year, and approved by the relevant Faculty Council. **[AE1a-c]** The annual report produced by the Curriculum Development Office lists changes that have been made to specific curricula. The teachers in charge of individual courses also make regular updates to keep reading and topics current. **[M1; 4.1 passim, Add ev. Annual Report] [Chapter I Standard I.4]**

3.6 The Strategy on Institutional Development **[1.16]** commits it to an ambitious programme of innovation in higher education in order to meet the demand within Albania for an institution that prepares students for a globalised world. **[4.7]** Curricula are designed to be multidisciplinary and to include the learning of English and other foreign languages. **[3.2]** Individual departments regularly host foreign speakers. **[1.22] [Chapter I Standard I.4]**

3.7 Teaching loads are set out in detail for each category of staff, and provide conversion tables for different types of activity into a standard form. Relief from teaching is given to staff in research units. **[3.4]** In the last three years there have been high levels of academic staff turnover, although the team did not find any evidence that this was directly impacting the quality of teaching. Each academic staff member is evaluated at the end of the academic year by his or her department head and in addition there is a system of teaching observation. **[M2]** A standard form is used to collect information on research output and teaching performance. **[2.15]** In parallel, teachers are expected to complete a report at the end of each course they have taught. This includes reflection on whether the course has achieved its learning outcomes and asks if changes need to be made. Many of the academic staff have international experience and bring this to bear on their teaching. Courses on teaching methodology are held twice a year. **[M3; M12; M13]** These arrangements facilitate the maintenance of the quality of teaching and learning despite the high levels of turnover. **[Chapter I Standard I.5]**

3.8 Admissions requirements, programmes of study, including details of educational objectives, the curriculum, credit loads and other relevant information are consolidated in regulations and syllabuses for each individual programme of study. **[AE1-AE3]** General information about the academic aspects, including policies and regulations on academic integrity, are included in the Student Handbook, available on the University website. **[5.4; AE3.7]** Information is also shared with the students by lecturers and departmental offices during the initial weeks of their courses. **[SER p.32] [Chapter I Standard I.6]**

3.9 Each first-cycle programme of study is developed within a framework that identifies different types of skills that students require, including basic knowledge, general scientific methods and principles and knowledge related to the specific area of study. The framework is clearly set out in the degree regulations for each programme. **[E2a1]**

3.10 The University demonstrates a strong commitment to student support. This is achieved through the work of University-wide offices, namely the Coordination and Support Office and the Career and Alumni Office. **[SER p.33; AU website]** These offices work in collaboration with Faculty and Department offices, as well as the Student Council, to enable students to obtain appropriate advice and support. The University's Learning Secretariat, which provides registrar services to all faculties, monitors the progress of individual students, the examination and evaluation process, and the issuing of certificates. **[AU website] [Chapter I Standard I.8]**

3.11 Teaching methods are the responsibility of the individual teacher in conjunction with his or her Head of Department. Syllabuses for individual courses reviewed during the visit demonstrate that a wide variety of teaching methods are in use and matched to the learning outcomes identified for the course. **[e.g. E3c1]** All first-cycle students are required to

complete an internship or practicum with an external organisation. **[4.2a; 4.2c]** At least 70 per cent of first-cycle teaching is conducted by full-time academic staff. **[SER p.33] [Chapter I Standard I.8]**

3.12 Second cycle programmes are of two types. Master of Science programmes are two years in length and designed in such a way as to relate to the University's research priorities. **[e.g. E2c2]** Professional Master's degrees require 90 ECTS credits spread over three semesters and are intended to prepare students more directly for employment. **[e.g. E2b1]** In preparing such programmes help and advice is sought from appropriate prospective employers. **[SER p.34; 3.9; 1.25]** Second-cycle students are expected to carry out projects designed to equip them with practical research skills that can be used in the workplace and to submit a diploma thesis. Clear instructions are given to them on how to prepare the thesis. **[3.10c1-4; M6; M8] [Chapter I Standard I.9]**

3.13 In accordance with its strategy for institutional development, the University confirms its objective of encouraging student mobility in Europe and elsewhere. **[SER p.35; 1.16]** All its degree programmes have been framed in accordance with the Bologna principles and carry appropriate ECTS credits. The University issues its diploma and diploma supplements in English as well as Albanian. English language study is a required part of the curriculum in first-cycle courses. Students in second-and third-cycle programmes have to take an English language test of international standard. **[SER p.35]** It also provides Albanian language instruction for its foreign students. At present, the University has agreements with a number of universities both within Europe and elsewhere. **[1.23; 2.14a-b]** It is developing a policy of making certain of its programmes of study available through the medium of Italian (see paragraph 1.6). **[M1; M3] [Chapter I Standard I.10]**

3.14 All University programmes are designed to include not only theoretical knowledge inculcated through conventional teaching methods but also the opportunity to translate that knowledge into practical applications through laboratory work, research assignments and internships. **[AE1-3, passim]** Programmes of study include a requirement to produce a diploma thesis (see paragraph 3.12). Students' participation in extracurricular activities such as clubs and conferences of various types is supported by the University. These relate in particular to the specific areas of study at the University, such as dentistry, law, art and design, and are designed to prepare students for their professional careers. **[3.16 video not seen; <http://albanianuniversity.edu.al/en/student-clubs/>] [Chapter I Standard I.11]**

3.15 The programmes of study include courses in areas directly related to employment. These are designed in accordance with the level and specific area of study. Internships provide additional opportunities to develop employment-related skills and to establish useful contacts (see also paragraph 1.11). **[M1]** Statistics are maintained on how far graduates have been able to find employment that is directly related to their field of study, although the data provided is far from complete (see also paragraph 1.9). The Office of Career Coordination and Student Support provides support to students in making job applications. Students welcomed the opportunities they had been given to make contacts with professionals in their areas. **[3.12; M4; M5] [Chapter I Standard I.12]**

## Findings

### Good practice

The review team identified the following feature of good practice:

- the innovative use of television and social media to publicise the University's programmes and open days among target audiences (paragraph 3.2; **Chapter I Standard I.1**).

**Weaknesses**

The review team did not identify any weaknesses.

**Recommendations**

The review team did not make any recommendations.

**Affirmation of action being taken**

The review team made no affirmations.

**Judgement**

The standards for the Curriculum are met.

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

4.1 Study programmes are initially drafted by the academic departments, and then approved by the University governing structures. Their implementation is carried out by the departments. Documentation of study programmes and teaching plans is the responsibility of the academic departments in accordance with the requirements of the Curricula Office. **[3.3]** Study programmes are kept under review by academic departments and lecturers, although this is not a practice followed by all study programmes and faculties. The University has the capacity for developing teaching practices and pedagogy. It provides the necessary documentation for its study programmes which it keeps updated. **[1.2; 3.2]** It supervises students' theoretical, practical and professional education for each of its study programmes. At the end of the teaching process students are given grades and credits in conformity with the Bologna Process. **[4.1; 4.2; 3.2]** The University monitors internships, laboratory work and specialist practical work such as dental practice. The latter in the Faculty of Medicine, especially the Department of Dentistry, are supported by good conditions and equipment (see also paragraph 2.18). **[M10] [Chapter I Standard II.1]**

4.2 The University provides students who have passed all obligations of a study programme with the relevant diploma, which is an official document. The University has clear rules and procedures to ensure that students fulfil the requirements at each study level. This process is regulated and documented. Lectures alternate with practical work. Students are penalised for not attending lectures and seminars. This topic has often been a subject of discussion within the Rectorate, indicating that any issues are recognised. **[C.15; M1]** In the Faculty of Medicine, students work directly with patients in clinics or at facilities in the service sector. Regulations are well known to all students and academic staff. Examinations are conducted and assessed anonymously and results are communicated within seven days. **[115; AE2a2]** Student assessment consists of several elements, including attendance at lectures and seminars, course assignments, and final examinations. **[M1; M7]** Examination results may be appealed upon written request to the secretariat. **[3.2]** The University permits credit transfer on a limited basis, accepts student transfers, and gives students the possibility to sit their exams or fulfil their obligations at other universities. A Doctoral School has been set up, but its programmes are not yet accredited. The current situation regarding the lack of accreditation for the doctoral programme on which some students are already studying is a **weakness**. The team **recommends** that the University take steps to ensure there is a pathway to a qualification for all enrolled students (see also paragraph 1.8) **[Chapter I Standard II.2]**

4.3 The quality of study programmes and teaching is kept under constant review by departments. Each lecturer completes an annual report on his or her activities during the year, including research, and these are forwarded to the Dean of the Faculty. **[4.5; 4.6, Statement of research activity]** Students complete questionnaires regarding their programme and the quality of teaching, although there are no questions that relate to the improvement of study programmes. The Office of Internal Quality Assurance analyses the feedback and supports improvement measures and clear action plans are established. Heads of Department communicate student views to staff, and improvements are expected, with teachers given some support to improve. If this does not happen contracts are not renewed. **[M4; M10; M11]** Ad hoc groups at departmental level are responsible for curriculum and syllabus review, although the evidence suggests that the number of changes put forward is quite limited. **[4.3; 4.4; 4.7; 1.13]** Students have the opportunity to make input into these discussions through representation and through the Student Council. **[M6; M7]**

4.4 Employment levels of graduates is monitored in some areas of study, for example dentistry, architecture, and pharmacy. **[M4; M15] [Chapter I Standard II.3]**

4.5 The University seeks to improve teaching quality by offering training to academic staff in the areas of methodology and contemporary methods of teaching and research. **[2.6]** Training is provided on new interactive teaching methods where the focus is on the student. **[M3]** Quality is improved through the exchange of experience and by using foreign lecturers for teaching. This practice has only been applied in some key units, mainly in the Faculty of Medicine. **[1.29]** Within each department designated lecturers have responsibility for quality assurance and for this purpose liaise with the Office of Internal Quality Assurance in the Rectorate. **[M11; M12]** **[Chapter I Standard II.4]**

4.6 Faculties are organised into departments, each of which, in accordance with government legislation, has at least seven academic staff. **[Law for Higher Education in the Republic of Albania; 1.1; 2.1]** The Department of Dentistry has a large number of teachers and is therefore subdivided into smaller subject groups for teaching and research. **[M11; M12]** Other departments do not have such functional structures and therefore are not able to provide regular evidence of strengths and weaknesses in their research and scientific activity. There are no groups at the University whose mission is solely research, although in its Statute and Regulation, the department has this responsibility. **[1.1; 1.2]** The University has recently signed 12 agreements of cooperation and exchange with universities in Albania and abroad. The University recognises that there is a low level of student involvement in research activities at second- and third-cycle stages. **[1.25, reference 1.12]** **[C15; M1]** **[Chapter II Standard I.2; Chapter II Standard I.6]**

4.7 Research is mainly an individual activity undertaken by teachers rather than a well organised responsibility of departments. **[M4; M11; M12]** There is a research office that administratively coordinates project proposals for each department and defines their financial requirements. This office delivers and submits proposals to the Academic Senate for approval. **[M3; M11]** There are few substantial research projects undertaken by individual departments. There are some exceptions such as implantology in Dentistry and the Department of Architecture which has undertaken an urban project to examine buildings constructed before the 1990s. **[M8; M10]** The latter has included a considerable number of students. Another department is involved in a collaboration project with an Italian University. However, the number of research projects in which the University is engaged is low compared to the number of academic staff and students and the review team considers this to be a **weakness**. It **recommends** that the University adopt a strategic approach to the development of research and adopt an action plan. Laboratories are available in some departments in connection with teaching, but they are mostly not used for research activity. **[M6; M10; M11]** The University has applied for funds from the European Union, in collaboration with other universities. **[Chapter II Standard I.1; Chapter II Standard I.4; Chapter II Standard I.6]**

4.8 The University has participated in international conferences on a limited scale in Thessaloniki in Greece and in Italy. **[M11; M12]** It has recently signed new cooperation agreements, although some of these are in an embryonic stage and have not yet been put into practice. **[1.27]** Information sessions on, for example, European Union accession and Horizon 2020 and Erasmus+ have been held but as yet there have been no ceremonial meetings to present research results from the University. Academic staff have published papers and articles in the University's own research journal. **[M4; M11]** **[Chapter II Standard I.3]**

4.9 The University's priorities are related to the specifics of the areas covered by its study programmes and diplomas. Departments do not have clear and comprehensive research foci which is a **weakness**. The team **recommends** that the University should clarify and implement its priorities for research. An annual analysis of research activity is undertaken. **[M11; M12]** The development strategy identifies several priorities but they are generally not clearly expressed in terms of research. **[18; 1.16]** The University states that the

University favours 'research in the priority areas, through open lectures, seminars and roundtables', but more should be done to give substance to this **[SER; M3]** Collaboration with other national institutions in the area of research has been limited although efforts are being made to develop it; the involvement and cooperation of foreign researchers is welcomed. **[M11; M12]** The University is mostly not involved in projects of regional and national character. **[M11; M12; SER p.43]** The budget for research is limited. The University has a per capita student allocation but most is used for the support of teaching activities. **[M3; M4; 196] [Chapter II Standard I.4; Chapter II Standard I.5; Chapter II Standard I.6]**

4.10 The University has organised a total of 30 national and international conferences since 2012, and enables the publication of their outcomes. This takes place through its own academic journal, OPTIME, its publishing house, AU Press, and through television news channels, especially UTV News. Publications by staff are promoted at book fairs held in Albania. **[3.2; SER p.43; M12] [Chapter II Standard I.7; 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 weaknesses:

- The current situation regarding the lack of accreditation for the doctoral programme on which some students are already studying (paragraph 4.2; **Chapter I Standard II.2**)
- the number of research projects in which the University is engaged is low compared to the number of academic staff and students (paragraph 4.7; **Chapter II Standard I.1; Chapter II Standard I.4; Chapter II Standard I.6**)
- departments do not have clear and comprehensive research foci (paragraph 4.9; **Chapter II Standard I.4**).

### Recommendations

The review team identified the following recommendations:

- that the University take steps to ensure there is a pathway to a qualification for all enrolled students (paragraph 4.2; **Chapter I Standard II.2**)
- that the University adopt a strategic approach to the development of research and produce an action plan (paragraph 4.7; **Chapter II Standard I.1; Chapter II Standard I.4; Chapter II Standard I.6**)
- that the University clarifies and implements its priorities for research (paragraph 4.9; **Chapter II Standard I.4**).

### Affirmation of action being taken

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

## Judgement

**The standards for Teaching, Learning, Assessment and Research are partly met.**

## Evaluation Area 5: Students and their Support

5.1 The University pursues the correct policy for new students' entrance through its enrolment policy framework. This is overseen by the Office of Enrolment, Transfers and Studies Equivalence (OETSE) in the Office of Career, Coordination and Student Support (OCCSS) and which reports to the Chief Secretary of the University. Its activities cover student recruitment and induction by, for instance, organising advisory meetings with the Heads and Deans, media campaigns, career orientation days for high school graduates and an open week for new students. It also uses outreach meetings, including at high schools, and media campaigns to recruit students. **[SER p.45-46; 1.1 Article 21; 3.1; M2; M4; M5]** The website comprehensively covers admissions criteria and the application process. **[multiple links checked on 04/04/17 and working]** The criteria for admission, registration and procedures are also defined in the Regulation of each programme of study. **[1.2 Article 43]** The University is open to foreign student recruitment, but currently has only a small number. It has an application pending with the Ministry of Education and Sport to expand foreign student recruitment by launching six new programmes in late 2017 which will be delivered in Italian. **[SER p.46; 5.1; M1]** Student reception schedules are posted at the offices of administrative staff **[SER p.46]** and the official website publishes contact information for the Heads of Department and student services offices. **[checked on 04/04/17]** The current lecturer/student ratio is 1:14 in the Faculty of Applied Sciences and Economics, 1:20 in the Faculty of Social Sciences and 1:14 in the Faculty of Medical Sciences. **[SER p.46; 5.2] [Chapter I Standard III.1]**

5.2 The University communicates with students and staff, who all have personal emails, in a variety of ways. Its OCCSS and OETSE are the main conduits of internal communication and support for students, **[SER p.46; M4]** and they use email, the telephone, posters, the Registrar, departmental open meetings and the Student Council. **[SER p.47; M5]** External means of communication with staff and students include its own website. **[AU website 04/04/17; UTV News website; SER p. 46]** The University holds a personal file for all of its students, which includes such things as the application records, email addresses, telephone numbers and performance records. These files are managed by the registrars and archived after graduation. **[SER p.46; 1.2 Articles 40, Article 47; M4] [Chapter I Standard III.2]**

5.3 The University orientates and advises its students well. Students told the team that each professor outlines all the aspects of each module at the beginning of each semester and that they were pleased with the balance of theory and practice in their programmes. **[M5; M8]** The OCCSS is also responsible for student advice and counselling from students' initial contact with the University for information about their programmes until after they graduate. **[SER p.46]** This includes academic tutoring and counselling, methodological mentoring and counselling, and open lectures. It provides the Student Handbook, **[SER p.48; 5.4]** an adequate document which covers, for example, the rights and duties of the student, student transfers, and disciplinary procedures. It does not cover, for instance, assessment or complaints. **[SER p.48; 5.4; 1.2 Article 44]** The University offers students the possibility to transfer study programmes and the OETSE guides students through the process. **[5.4 p.10-11; 2.32; M2]** The Office of Internal Quality Assurance informs students of the University's accreditation, programmes of study, and the procedures for recognising and validating degrees in Albania and abroad. **[SER p.48] [Chapter I Standard III.3]**

5.4 The University supports specific social category students, such as those from Roma and Egyptian communities, under applicable laws and regulations of the Ministry of Education and Sports. **[SER p. 48]** The University offers six types of scholarships, mainly for Albanian students, but also for foreign students. **[SER p.48-49; 1.2 Article 50; 1.16 p.21; 5.5]** Disability access is very poor in its three buildings and students expressed dissatisfaction with ramps for disabled students. **[Student questionnaire 15; M10]** Students

engaged at a high level in sports are supported [SER p.49] through a cooperation agreement with the Fari Center, [A.5.6] but the student survey registered some dissatisfaction with indoor and outdoor sports facilities [Student questionnaire 15] and third-cycle students noted the lack of social activities. [M6] The University makes special allowances for employed students, such as scheduling classes during afternoon hours or on weekends. [SER p.49; M6] [Chapter I Standard III.4]

5.5 The University provides adequate basic literature for students. [1.16, p.22-23] Its three small libraries, which are also study halls, hold around 4,109 titles and students can access other materials from three online libraries, including QUESTIA and ELSEVERE, from the University Press which helps with translation, from departmental 'mini' libraries and from staff. [M5; M10] The University enriches its holdings using special funding dedicated to purchasing new titles, [SER p.50; 5.7a,b,c; M3] and there is an annual budget line for specialised research literature that departments bid into. [SER p.50; M15] The library opening hours are posted at each site. [M10; SER p.51] Students expressed high satisfaction with their learning materials, especially the online libraries and the most up-to-date translated texts in the medical and educational areas. [M5] [Chapter I Standard III.5]

5.6 The University offers first-cycle students adequate support to help them through their programmes. There is no individual tutorial system, but students have individual supervisors when working on a project or their thesis and the OCCSS provides counsellors on a private and confidential basis. [SER p.51; 5.8 Articles 30-33; M5] Student guidance on how to find literature occurs in a variety of places, including through subject syllabus, academic staff, lecturers, library personnel, and registrars. [SER p.51] The University does not offer special courses, but it does provide departmental consultation hours with course teachers for students who have difficulty. [SER p.51] The OCCSS offers open lectures on thesis preparation and a 'Manual' on writing a thesis. [SER p.52] The OCCSS includes a 'Section of psychological counselling', which offers students help in adapting to study, managing exam stress and personal problems. Information about psychological counselling is displayed on student information bulletins. [SER p.48; M5] [Chapter I Standard III.6]

5.7 The University encourages student participation in University life. It financially supports, and a large number of students participate in, a formally organised Student Council, which is governed by its own regulation. [SER p.52; 1.1 Article 38; 1.2 Article 52] The regulation clearly describes, for instance, objectives, composition, organisational and operational matters, [5.9] but it does not describe how, for example, the councils cooperate with steering bodies of the University and faculties to improve teaching and research. [5.9 Article 4, 4] Nevertheless, the students value the Council highly and have no trouble in participating through it in University life. There is one representative in every class, so the full membership is around 70 students. They elect a Chairman, who sits on Academic Senate. Another member of the Student Council, also elected, sits on the Administrative Board. One Student Council representative also sits on all faculty boards. [SER p.52; 1.1 Articles 8.2, 19.2] Students have no trouble making their voice heard and getting quick results. Problems are usually handled individually at departmental level, but can also go through the Student Council. Two examples given concerned timetabling problems and pharmacy needing more labs; both were addressed in good time. [M5] Students also make their voice heard through questionnaires, which are completed at the end of each semester, and they cited an example of writing requests for more classroom equipment and it was actioned the following year. [M5] The encouragement of, and the attention paid to, the student voice enabling students to play an effective part in the enhancement of their educational experience is **good practice**. Faculties also hold student conferences and publish the proceedings. [5.10; M3] [Chapter I Standard III.7]

5.8 The University provides a small amount of assistance to the cultural and sports life of its students. The OCCSS organises a few scientific, professional, social and cultural

extracurricular activities. **[SER p.53; 5.3c]** There are nine student clubs, three in each of the three faculties, and a regulation for their organisation. **[SER p.53; 5.11]** Each club has an Administrative Council composed of the Dean of Faculty, an academic full-time staff member and three student representatives. **[5.11 Article 3, p.2]** It is unclear the extent to which clubs are functioning, because, when questioned, students did not mention them in their examples of social activities, which included charity work, city cleaning, health and elderly care work, football, volleyball and dental hygiene in schools and because further potential evidence could not be accessed. **[M5]** The University offers accommodation close to its sites. None of the students that the team met lived in it, but they reported the satisfaction of colleagues who did. **[1.16, p.23-24; M5]** The University cooperates with health structures pursuing policies of preventive and curative health assistance to students; for instance, there are periodic activities with the Red Cross. **[Chapter I Standard III.8]**

5.9 The University helps students find employment. The OCCSS again plays a central role within the University to help students network and integrate into the labour market. **[SER p.54; 1.16 p.11; M3]** It is an open service, but students can also make appointments. **[M4]** It collects data about rates of employment for students according to their field of study and graduation year and makes a bridge to employment through partner alumni. **[3.12; M11; M12/13; M15]** Students expressed satisfaction with the help that they receive from OCCSS and particularly from the alumni and their networks. **[M5; M12/13]** The University cooperates with employers and has signed 46 agreements to provide student internships in areas such as dentistry, nursing, architecture and psychology, and future developments include electronic engineering placements with a phone company (see paragraphs 1.10 and 1.11). **[1.25; M6]** It also produces labour market analysis, which includes field or subject destinations, employer feedback and recommendations of how to use the analysis to improve programmes for better future student employment (see paragraph 1.8). **[1.20 p.10-15, p.20; M3]** The University participates in an annual Career Fair and there was a career fair on the premises during the visit. **[SER p.54; 3.11 Video AU in Job Fair (unseen); 5.3; M1]** The University employs some of its students within the institution, and educates some of its administrative and academic staff at PhD and master's level. **[SER p.54; 2.3; M6; M12/13]** It also posts job vacancies to graduate students and final year students and publishes them on its website. **[SER p.54]** The OCCSS offers advice on careers and adapting to the labour market and gives students a set of guidelines during an open lecture in year three. **[SER p.46-47; 5.3] [Chapter I Standard III.9]**

## **Findings**

### **Good practice**

The review team identified the following feature of good practice:

- the encouragement of, and the attention paid to, the student voice enabling students to play an effective part in the enhancement of their educational experience (paragraph 5.7; **Chapter I Standard III.7**).

### **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 did not affirm any actions already in progress.

## **Judgement**

**The standards for Students and their Support are met.**

## Evidence list

### Evidence, evaluation area 1: ThjOrganization and its Management

- [1.1] AU Statute.pdf
- [1.2] AU Institutional Regulation.pdf
- [1.3] Academic decision on the reorganization of the Statute.pdf
- [1.4] Statute reorganized under law 80-15.pdf
- [1.5] MAS Order for the adoption of the new Statute.pdf
- [1.6] Senate decision.pdf
- [1.7] AU Regulation reorganized under Law nr. 80-15.pdf
- [1.8a] Regulation of the academic senate.pdf
- [1.8b] Regulation on the organization and function of the rectorate.pdf
- [1.9] Ethic code.pdf
- [1.10] Regulation of the administrative board.pdf
- [1.11] Manual of the Office of Internal Quality Assurance.pdf
- [1.12] Senate decision on the establishment of the Internal quality assurance office.pdf
- [1.13] Senate decision 8.09.2016.pdf
- [1.14] Board administrative decision.pdf
- [1.15] List of application for participation in international projects.pdf
- [1.16a] Strategy on Institutional Development 2013-2017.pdf
- [1.17] Annual Evaluation Report, IQAO.pdf
- [1.18] Senate decision 28.09.2016.pdf
- [1.19] Statistics on academic staff for the year 2016-2017.pdf
- [1.20] Model Labor Market Analysis.pdf
- [1.21] Partnership and Communication Strategy.pdf
- [1.22] Evidence of foreign guest lecturers in AU.pdf
- [1.23] List of foreign higher education institutions with which AU has cooperation agreements.pdf
- [1.24] poster Erasmus + and how to become part of it.pdf
- [1.25] List of cooperation agreements for student internship.pdf
- [1.26] List of institutions with which AU has cooperation agreements.pdf
- [1.27] List of scientific conferences organized in collaboration with foreign univ..pdf
- [1.28] Evidence of foreign students at AU.pdf
- [1.29] Evidence of foreign lecturers engaged in teaching.pdf

### Evidence, evaluation area 2: Resources

- [2.1] Institutional Organizational Chart.pdf
- [2.2] UTV News Contract, Web Announcement Sample.pdf
- [2.3] List of AU employees who are also AU graduates.pdf
- [2.4a] Template of full time academic staff employment contract.pdf
- [2.4b] Template of part time academic staff employment contract.pdf
- [2.4c] Template of Service Contract.pdf
- [2.4d] Template of administrative staff employment contract.pdf
- [2.4e] Template Annex Contract.pdf
- [2.5] List of Academic Staff educated abroad.pdf
- [2.6a] Agenda of academic staff training.pdf
- [2.6c] Overview of training of academic staff.pdf
- [2.10a] List of Conferences organized by AU.pdf
- [2.11] Financial academic staff support, evidence sample.pdf
- [2.12] Journal OPTIME no.1, 2016.pdf
- [2.13] List of texts published by AU Press.pdf
- [2.14a] Institutional Agreement with the University of Palermo.pdf
- [2.14b] Institutional Agreement with the University of Pisa.pdf
- [2.15] Evaluation form on staff performance by the Head of Department.pdf

- [2.16] Student questionnaire template.pdf
- [2.17] Governing Board of the journal OPTIME.pdf
- [2.18a] Cooperation Agreement with the Albanian Red Cross.pdf
- [2.18b] Additional evidence from social activities.pdf
- [2.18c] Video - Albanian evidences.pdf
- [2.19] Documents contained in the employee files.pdf
- [2.21] Decision of Administrative Board to approve the annual budget.pdf
- [2.22] Regulation of web site maintenance.pdf
- [2.24b] Infrastructure capacities 2016-2017.pdf
- [2.24c] The summary report on the institution%27s infrastructure capacity.pdf
- [2.25] Regulation on the University Archives and Records Office.pdf
- [2.26] List of academic personalities honored in AU.pdf
- [2.28a] List of Laboratories FAES.pdf
- [2.28b] List of Laboratories FMS.pdf
- [2.28c] List of the laboratories of the Faculty of Social Sciences.pdf
- [2.29] Cooperation agreement with Albanian College.pdf
- [2.32] Regulation on Student Transfer.pdf

### **Evidences, evaluation area 3: The curriculum**

- [3.1] poster publicising AU Open Days
- [3.2] Regulation of Bachelor program in Finance and Banking.pdf
- [3.3] Manual - Office of Curricula Development.pdf
- [3.5a] Academic Manifesto.pdf
- [3.5-b] Information Booklet on Study Programs 2016-2017.pdf
- [3.6] Study programme regulation for Political&Administrasion Sciences.pdf
- [3.8] Sample syllabus.pdf
- [3.9] Proposal for the opening of the programme Professional master in physiotherapy.pdf
- [3.10a] Regulation of the study program Msc. in Pharmacy.pdf
- [3.10b] Sample thesis defense.pdf
- [3.10c1] Diploma Dissertation Approval.pdf
- [3.10c2] Student Declaration.pdf
- [3.10c3] Mentorship Form.pdf
- [3.10c4] Dissertation Evaluation Template.pdf
- [3.12] Evidence on student employment according to their study field.pdf
- [3.14a] Student Diploma Supplement.pdf
- [3.14b] Student Records Transcript.pdf
- [3.15a] List of Transfer Student Faculty of Medical Sciences.pdf
- [3.15b] List of Transfer Student Faculty of Social Sciences.pdf
- [3.15c] List of Transfer Student Faculty of Applied Sciences and Economics.pdf

### **Evidences, evaluation area 4: Teaching, learning, assessment and research**

- [4.1a] Procedure for revising the curriculum.pdf
- [4.1b] Procedure for changes in curriculum - Mecatronic engineering.pdf
- [4.1c] Procedure for changes in curriculum - Pharmacy.pdf
- [4.2a] Student's obligation for completion of the internship.pdf
- [4.2b] Internship Obligatory Activities.pdf
- [4.2c] Assessment of Internship Experience.pdf
- [4.3] Sample Annual Report from the Dean.pdf
- [4.4] Sample Annual Report from the Head of Department.pdf
- [4.5] Sample Lecturer self - assessment report on the learning process.pdf
- [4.6] Sample form for the statement of research and scientific activities for academic staff.pdf
- [4.7] Decision on implementation of labor market analysis.pdf
- [4.8] List of academic staff who attend a third cycle programme in AU.pdf
- [4.9] Publications Summary 2011-2016.pdf

## **Evidences, evaluation area 5: Students and their support**

- [5.2] Evidence on student -lecturer ratio.pdf
- [5.3a] Regulation of the career development office.pdf
- [5.3b] Guideline for Career Development.pdf
- [5.3c] The annual activity agenda.pdf
- [5.4] student handbook.pdf
- [5.5] Evidence of scholarship for the academic year 2016-2017.pdf
- [5.7a] Department request for purchasing books.pdf
- [5.7b] Dean request to the administrative Board for approval.pdf
- [5.7c] Administrative board decision.pdf
- [5.8] Regulation on msc. Architecture.pdf
- [5.9] Regulation of students council.pdf
- [5.11] Student Clubs Regulation.pdf

## **Other evidence**

- AE1 - a Regulation, Faculty of Medical Sciences.pdf
- AE1 - b Regulation, Faculty of Social Sciences.pdf
- AE1 - c Regulation, Faculty of Applied and Economics Sciences.pdf
- AE2 - a1 Regulation Bachelor in Nursing.pdf
- AE2 - a2 Regulation Professional Master in Surgical Nursing.pdf
- AE2 - a3 Regulation Specialisation in Orthodontics.pdf
- AE2 - b1 Regulation Professional Master in Education, profile Didactics.pdf
- AE2 - b2 Regulation Master of Science in Law Sciences.pdf
- AE2 - c1 Regulation Professional Master in Banking and Financial Management.pdf
- AE2 - c2 Regulation Master of Science in Mechatronics Engineering.pdf
- AE3 - a1 Bachelor in Nursing Syllabi I Year.pdf
- AE3 - a1 Bachelor in Nursing Syllabi II Year.pdf
- AE3 - a1 Bachelor in Nursing Syllabi III Year.pdf
- AE3 - a2 Professional Master in Surgical Nursing.pdf
- AE3 - a3 Master of Science in Pharmacy Syllabi I Year.pdf
- AE3 - a3 Master of Science in Pharmacy Syllabi II Year.pdf
- AE3 - a3 Master of Science in Pharmacy Syllabi III Year.pdf
- AE3 - a3 Master of Science in Pharmacy Syllabi IV Year.pdf
- AE3 - a3 Master of Science in Pharmacy Syllabi V Year.pdf
- AE3 - a4 PhD. Pharmaceutical Sciences.pdf
- AE3 - a5 SPA in Orthodontics Syllabi I Year.pdf
- AE3 - a5 SPA in Orthodontics Syllabi II Year.pdf
- AE3 - a5 SPA in Orthodontics Syllabi III Year.pdf
- AE3 - b1 Bsc. Political-Administrative Sciences Syllabi.pdf
- AE3 - b2 Mp. Education, with profile Didactics syllabi.pdf
- AE3 - b3 Master of Science in Law Science.pdf
- AE3 - b4 PhD. Clinical Psychology Syllabi.pdf
- AE3 - c1 Bachelor in Finance Banking Syllabi I Year.pdf
- AE3 - c1 Bachelor in Finance Banking Syllabi II Year.pdf
- AE3 - c1 Bachelor in Finance Banking Syllabi III Year.pdf
- AE3 - c2 Professional Master in Finance and Banking Management.pdf
- AE3 - c3 Master of Science in Architecture Syllabi I Year.pdf
- AE3 - c3 Master of Science in Architecture Syllabi II Year.pdf
- AE3 - c3 Master of Science in Architecture Syllabi III Year.pdf
- AE3 - c3 Master of Science in Architecture Syllabi IV Year.pdf
- AE3 - c3 Master of Science in Architecture Syllabi V Year.pdf
- AE3 - c4 Master of Science in Mechatronics Engineering Syllabi I Year.pdf
- AE3 - c4 Master of Science in Mechatronics Engineering Syllabi II Year.pdf
- AE3 - c5 PhD in Architecture Syllabi.pdf
- AE4 - a Study contract bsc physiotherapy.pdf

AE4 - b Study contract Professor Master in Surgical Nursing.pdf  
 AE4 - c Study contract Msc. Dentistry.pdf  
 AE4 - d Study contract PhD. study programs.pdf  
 AE5 - a Application form for Bachelor.pdf  
 AE5 - b Application form for professional master.pdf  
 AE5 - c Application form for master of science.pdf  
 AE5 - d Application form for Phd program.pdf  
 AE6 - a Annual report, Faculty of Applied Sciences and Economics.pdf  
 AE6 - b Annual report, Faculty of social sciences 2015 - 2016.pdf  
 AE7 - Regulation on Human Resources.pdf  
 AE8 - Information systems supporting institutional organization.pdf  
 AE9 - Information Management Systems in Education.pdf  
 A.2.6 - b Njoftim per trajnim te stafit akademik.pdf  
 A.2.6 - d Temat e trajnimit 2015-2016.pdf  
 A.2.7 Shembull evidence trajnim stafi administrativ.pdf  
 A.2.10 - b video.pdf  
 A.2.20 - Plani buxhetor afatmesem 3 vjecar 2017-2019.pdf  
 A.2.23 - a Kontratë Qiraje Bulevardi Zogi i I (Ish estrada).pdf  
 A.2.23 - b Kontratë Qiraje Bulevardi Zogi i I (Ish gjykata I).pdf  
 A.2.23 - c Kontratë Qiraje Rruga e Durrësit (Ish gjykata II).pdf  
 A.2.23 - d Kontratë Qiraje Rruga e Kavajes (Raiffeisen).pdf  
 A.2.23 - e Kontratë Qiraje Rruga e Kavajes (Ish hotel Adriatik).pdf  
 A.2.23 - f Kontratë Qiraje (Internacionali I).pdf  
 A.2.23 - g Kontratë Qiraje (Internacionali II).pdf  
 A.2.23 - h Kontratë Qiraje Rruga e Elbasanit (Ish univeristetit amerikan).pdf  
 A.2.24 - a-1 Godina në Bulevardin Zogu I - Ish Estrada.pdf  
 A.2.24 - a-2 Godina në Rrugën e Durrësit - Ish Gjykata (FSHM).pdf  
 A.2.24 - a-3 Godina në Rrugën K. Karafili - Internacionali (FSHM).pdf  
 A.2.24 - a-4 Raiffeisen-planimetria.pdf  
 A.2.24 - a-5 Godina në Rrugën e Kavajës.pdf  
 A.2.24 - a-6 Godina në Rrugën e Elbasanit - Ish Univ. Amerikan.pdf  
 A.2.27 - Lejet higjeno sanitare te 6 godinave te AU.pdf  
 A.2.30 - Akte teknike për mbrojtjen nga zjarri dhe shpëtimi.pdf  
 A.2.31 - Shkrese mbi kuotat e pranimit drejtuar MAS 11.01.2017.pdf  
 A.3.1 - a Poster i aktivitetit Ditët e Orientimit të Karrierës së Maturantit.pdf  
 A.3.4 - Udhëzimi nr. 20 për shpërndarjen e ngarkesës mësimore.pdf  
 A.3.7 - Printscreen Web, Kriteret e pranimit të studentëve.pdf  
 A.3.13 - Leja e UMT për pedagogët e jashtëm në AU.pdf  
 A.5.1 - Kërkesë drejtuar MAS për hapjen e programeve në gjuhë të huaj.pdf  
 A.5.6 - Marrëveshje bashkëpunimi me qendren sportive Fari.pdf  
 A.5.10 - a Model liber abtraktesh FSHAE.pdf  
 A.5.10 - b Model liber abtraktesh FSHAE.pdf  
 A.5.10 - c Model liber abtraktesh FSHSH.pdf  
 A.5.10 - d Model liber abtraktesh FSHM.pdf  
 Lidhjet e Evidencave (1.24-b; 2.8; 2.8; 2.19; 2.26-b; 3.1-b; 3.11; 3.16).pdf  
 GID Albanian University- final version.pdf

## **B. List of additional documents (desk based evaluation phase)**

B.1 AU area 3 1st reviewer DT.docx  
 B.2 AU area 2 2nd reviewer - DT.docx  
 B.3 AU Area 4 2nd reviewer - DT.docx  
 B.4 Committee structures.pdf  
 B.5 Evidence 2.8.pdf - Information systems supporting institutional organization.pdf  
 B.6 Evidence 2.9.pdf - Information Management Systems in Education.pdf

- B.7 Evidence 3.4.pdf - (GUIDELINE ) Udhëzimi nr. 20 për shpërndarjen e ngarkesës mësimore.pdf  
 B.8 Evidence\_of\_Syllabi\_given\_to\_students.PDF  
 B.9 Annual Programme Review.pdf

**C. List of additional documents from review visits**

- C.1 Agenda EN.pdf  
 C.2 /M-2 L'Universita degli Studi di Napoli, Federico II.pdf  
 C.3 /M-2 Universiteti Bujqesor i Tiranës.pdf  
 C.4 /M-2 Powislanki College Inter-institutional agreement.pdf  
 C.5 /M-2 Type of Cooperation based on Agreement.pdf  
 C.6 Stafit i ri akademik i arsimuar jashtë vendit.pdf  
 C.7 Statistika te stafit 2012-2017.AL.pdf  
 C.8 Model Kontrate Pedagogu 1. AL.pdf  
 C.9 Model Kontrate Pedagogu 2. AL.pdf  
 C.10 organigrama.pdf  
 C.11 Pershkrimi i Organogramës.pdf  
 C.12 Dergim i raportit vjetor nga drejtuesi i departamentit. AL.pdf  
 C.13 Dergim i raportit vjetor nga Dekani.AL.pdf  
 C.14 Dergimi i raportit vjetor te ZSBC tek Rektori.AL.pdf  
 C.15 Procesverbal Rektorati ku diskutohet raporti vjetor.AL.pdf  
 C.16 Vendim senati - miratimi i raportit vjetor.AL.pdf  
 C.17 PROCEDURA KONKRETE E NDËRLIDHJES SË STRUKTURAVE NË AU.AL.pdf  
 C.18 Sending of Annual Report from the Head of Department to the Dean.pdf  
 C.19 Sending of the Annual Report from the Dean to IQAO.pdf  
 C.20 sending of the IQAO report to the Rector.pdf  
 C.21 Rectorate meeting record where the annual report is discussed.AL.pdf  
 C.22 Senate decision 28.09.2016 approving the annual report.pdf  
 C.23 Reporting process from department level to Academic Senate.pdf  
 C.24 Kryetari i bordit te administrimit.pdf  
 C.25 Selection of the Head of the Administrative Board.pdf  
 C.26 The activity of the Administrative Board.pdf  
 C.27 Description of the AU Organizational Chart.pdf  
 C.28 Institutional Organizational Chart.pdf  
 C.29 Submission of annual report.pdf  
 C.30 Minutes of Rectorate Meeting.pdf  
 C.31 Reporting line- example.pdf  
 C.32 Lab of Physiotherapy Photo.pdf  
 196 Data collection form for Higher Education Institutions under the Institutional Review process

**Notes of Meetings**

- M1, Meeting with Rector  
 M2, Meeting with Self-evaluation team  
 M3, Meeting with Academic Senate (exc. Rector)  
 M4, Meeting with Rectorate (exc. Rector)  
 M5, Meeting with students  
 M6, Meeting with students  
 M8, Meeting with external partners and alumni  
 M10, Tour of accommodation  
 M11, Meeting with heads of departments and administrative secretaries  
 M12/13, Meeting with professors, senior research staff and non-professoriate teaching staff  
 M14, Meeting with research-active junior staff  
 M15, Meeting with Administration Council and heads of administration