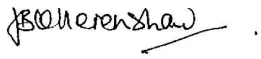
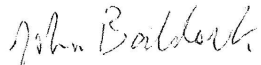





# **Institutional Review of Higher Education Institutions in Albania**

**Report of Logos**  
June 2017

Review Team:

- |   |                         |               |   |
|---|-------------------------|---------------|---|
| 1 | Ms Beatrice Ollerenshaw | Lead Reviewer |  |
| 2 | Professor John Baldock  | Reviewer      |  |
| 3 | Dr Alketa Grepcka       | Reviewer      |  |

Date: 1-2 June 2017

## Contents

About this review.....	1
The context of this review .....	2
Summary report .....	3
Summary of findings .....	6
Detailed report .....	9
Evaluation Area 1: The Organisation and its Management.....	9
Evaluation Area 2: Resourcing.....	14
Evaluation Area 3: The Curriculum.....	17
Evaluation Area 4: Teaching, Learning, Assessment and Research .....	22
Evaluation Area 5: Students and their Support.....	30
Evidence list.....	34

## About this review

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

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

The Albanian State Quality Standards have been grouped under five 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 fully met**
- **State Quality Standards are substantially met**
- **State Quality Standards are partly met**
- **State Quality Standards are not met.**

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

## The context of this review

The Private Higher School 'Logos' (Logos PHS) is part of a Foundation established by the Archbishop of Tirana, Durres and All Albania under the aegis of the Orthodox Autocephalous Church of Albania. In 2000, to support the need for professional skills in Albania, a licence was granted to the 'Spirit of Love' Institute of Vocational Training which was a precursor to the development of Logos which operates at a higher academic level. The Foundation dates to 2008 (when it was called the Professional Training Institute) and in 2011 it was allowed to change its name to Logos PHS. Under the 2015 legislation, Logos will have the status of a University College. In 2014 Logos PHS had its recruitment suspended by the Ministry but this was restored after two months and in January 2015 authorisation was given for Logos PHS to offer second-cycle Professional Master's programmes. Recruitment to these was suspended for 2016-17 while various regulatory matters were confirmed.

The Foundation is a private not-for-profit organisation, the Archbishop is the President of Logos PHS and the Church owns the estate on which Logos PHS operates. It is located in central Tirana in a multistorey block which it shares with other organisations. There are plans in due course to move to an 8-hectare site outside Tirana, but this campus has not yet been built and would depend on the establishment of a third faculty with the possibility of seeking university status.

There are two faculties, Economics which includes the Departments of Business Management, Finance and Accounting, and Tourism Management; and Applied Sciences which includes the Departments of Applied Informatics, and of Higher Technician for Medical Laboratories (also referred to as the Department of Advanced Techniques in Medical Laboratory), and a Scientific Research and Development Centre. The management and administrative units are the Rectorate, the Chancellor, the Internal Quality Assurance Unit, Finance and Archive, Foreign Relations, the Registrar's Office and Archive, Academic Senate, the library, and IT support.

Logos PHS offers five first-cycle and two second-cycle programmes; the latter are Professional Master's programmes. The first-cycle programmes are three-year Bachelor's programmes in Applied Informatics, Higher Technician in Medical Laboratories, Tourism Management, Finance Accounting, and Business Management. The second-cycle programmes last 1-1.5 years and are in Finance Accounting and Higher Technician in Medical Laboratories.

There are 336 students enrolled in the first-cycle programmes and 39 in the second cycle in 2016-17. Most students are Albanian but a few are from elsewhere in the region, particularly Kosovo. Enrolments in first-cycle programmes have risen over the last three years (from a total of 207 students in 2014-15 to 336 in 2016-17) but numbers in second-cycle programmes have fallen (from 46 to 39).

There are 41 full-time and 20 part-time academic staff supported by 17 administrative and support staff. All the academic staff have at least a master's degree, 18 have a PhD and 10 are professors or associate professors. Only one is not an Albanian citizen. Staff numbers have grown over the last three years with 11 academic staff leaving and 50 being appointed. The typical teaching load is 8.5 hours per week.

## Summary report

The self-evaluation report (SER) for Logos PHS was prepared by a team of six including a student representative selected for their expertise and objectivity. They were given access to documentation and statistical data and were committed to ensuring that the process was as transparent as possible. The draft SER was discussed in all departments as well as with first and second-cycle students and those taking internships. Feedback informed the final version.

The SER adheres to the evaluation areas required and addresses all the standards; documentation was provided and referenced, although not all of it was provided in English initially. The SER focuses on the alignment of activity with the Statutes but does not always provide evidence of how this is realised in practice in teaching and research activity and the review team had to rely substantially on the meetings for this evidence. The SER includes a SWOT analysis which suggests some areas of weakness (in international projects, publications, the infrastructure for social and cultural life, and the robustness of some structures) but it lacks criticality in linking these to the Standards and suggests that all the Evaluation Areas are fully met.

The visit took place over two days on 1-2 June 2017. The review team consisted of two experienced 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 on behalf of APAAL and a note-taker was also provided. The review team considered a SER and supporting evidence received eight weeks in advance of the review visit. This described the structures, policies and procedures which support the academic activity of the School and enabled the review team to evaluate it against the Albanian State Quality Standards. Evidence included regulations and statutes which demonstrated the legal basis for Logos PHS's governance, draft employment contracts for staff, and information about the programmes offered. The public website was referenced in the SER and the review team had access to it. The review team requested further documentation before the visit, including the translation of some documents provided in Albanian, as well as additional materials during the visit to enable them to explore the evidence for the way in which Logos PHS addresses the Standards.

The review team met with senior managers, students, lecturers, administrative and support staff, as well as alumni, external partners and employers during the review visit. Discussion enabled the review team to clarify the School's procedures, responsibilities and viewpoints. Notes were taken at all meetings. The review team toured the premises to see the lecture and seminar rooms, laboratories, offices and library.

Logos PHS is governed by Statutes and an Act of Foundation linking it to the Foundation overseen by the Orthodox Autocephalous Church of Albania. It has a Rector, a faculty structure led by Deans within which sit departments, and a Scientific Research and Development Centre. The review team explored the relationships between these units, the main management personnel (the Rector, Vice-Rector and Chancellor), and the decision-making bodies including Academic Senate, the Council of Ethics and the Internal Quality Assurance Unit (IQAU). Students are represented in the Boards and Councils and there is a Student Council. The 2012-17 plan seen by the review team indicated that Logos PHS had engaged in substantial development in order to address the national standards. A working group is developing a new plan for 2017-21 which will be approved under a revised Statute in line with the 2015 legislation. This will include a new Board of Administration within the Foundation structure, consisting of a member of academic staff and four external representatives.

The review team formed the view that the structures are in line with the Statutes and that discussion takes place at faculty and School levels. Student representation in the main Boards appears to be effective and there are examples of student opinion leading to improvements in the provision. The Foundation appears to be generous in its financial support for the teaching activities of Logos PHS and the review team saw no evidence that it impacts negatively on academic freedom. There is a link with the University of Piraeus outside Albania, and staff have some opportunities to engage in research projects and conferences nationally and internationally but such activity is not supported financially and there is no student mobility.

Logos PHS is financially sustainable, with the accounts audited through the Foundation; the Church owns the estate. The teaching and learning resources include teaching rooms which are fit for purpose, rooms equipped with PCs and software for informatics, and laboratories suitable for the analysis of medical samples. The library provides a relatively small number of books in Albanian and only a small percentage of the students have registered to borrow books. There is very limited use of electronic library resources.

There are clear processes for staff appointment and documentation setting out the expected behaviours of staff, but staffing has been an area of concern. Logos PHS wishes to develop staff qualifications particularly to obtain research degrees, and provides full-time staff with relief from teaching to undertake PhD study. Part-time staff are also employed in relevant professional roles such as medical laboratory technician posts, and can bring up-to-date experience to their teaching.

Structures for study programmes are set out within the regulations and curriculum documentation. Programme structures are Bologna compliant, using ECTS and being divided into modules which have their own teaching and assessment requirements within the overall framework. Students receive a Diploma Supplement. Programmes are developed by the professor and approved by the Head of Department and the Dean. Students are encouraged to ask questions in seminars and lectures and staff make time to help those who are finding it difficult to understand a topic. The IQAU analyses student survey feedback but there is no action plan associated with it and no mechanism to follow up the report to ensure that improvements are implemented. Staff development to improve the quality of teaching depends on the initiative of individuals as there is no formal process for support. Examinations are not marked anonymously.

Student employability is built into degree programmes through internships, and employers are very positive about the knowledge which Logos PHS students and graduates bring to the workplace. Students are supported by the Careers Counselling Office (CCO) to gain employment and employers notify the CCO of vacancies. Graduate employment is monitored but there is no evidence of the information being used to inform programme development and alumni and employers do not have the opportunity to suggest changes.

Research is managed institutionally by the Scientific Research and Development Centre, supported by departmental plans. There is evidence of staff engagement in research projects and of publications, and Logos PHS produces its own magazine which includes information about research. Individual research activity, particularly among staff studying for PhDs, is more significant than institutional projects. There is no funding for staff research, for example to support travel abroad or conference attendance, and none to support student mobility.

Admissions requirements are clearly stated on the website and new students sign a contract of service. There are plans to develop a student records database to include an interface for staff and students. The website includes information about the admissions criteria and process, the programmes and the School as a whole. A scholarship scheme is available

based on academic performance and on welfare need and steps are being taken to develop the infrastructure for students' cultural and sporting activities. The Student Council is active and effective in securing changes in response to students' concerns but there is no financial support for its activities.

In reaching its judgements, the review team identified two areas where Logos PHS has recognised that further development is required and has affirmed the School 's proposed actions. The review team has also made six recommendations for Logos PHS to consider as a means of further securing the quality and standards of its programmes and the learning experience of its students.

Logos PHS undertook the review in accordance with APAAL guidelines. The review team wishes to recognise Logos PHS's engagement with the process and the cooperation provided to the review team including the provision of documents requested before and during the visit and the work of two colleagues as translators during the visit.

The review team concludes that the State Quality Standards are fully met in two areas, and substantially met in three areas. On this basis the review team recommends that the Quality Standards are substantially met overall.



## Summary of findings

### Good practice

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

### Weaknesses

The review team identified the following weaknesses:

- the lack of financial support for research activities such as travel to, and attendance at, conferences and very limited implementation of mobility opportunities for staff and students (paragraphs 1.12, 4.24, 4.25 and 4.27; **Chapter III Standard III.4, Chapter II Standard I.1, Chapter II Standard I.2, Chapter II Standard I.6**)
- the lack of engagement with the opportunities offered by the Erasmus scheme for student mobility (paragraphs 1.12, 4.24 and 4.25; **Chapter III Standard III.4, Chapter II Standard I.3**)
- the limited supply of core books in Albanian, limited access to electronic library resources and students' limited use of the library (paragraphs 4.5, 4.4 and 5.5; **Chapter I Standard II.1, Chapter I Standard III.5**)
- there is no system for anonymous marking of examinations (paragraph 4.15; **Chapter I Standard II.2**)
- the absence of a formal process for securing and monitoring quality improvement based on student survey data and graduate employment data and the lack of a process for employers and alumni to feed back into programme development (paragraphs 4.20, 4.18 and 4.19; **Chapter I Standard II.3, Chapter I Standard II.4**)
- the lack of financial support for Student Council activities (paragraph 5.7; **Chapter I Standard III.7**).

### Recommendations

The review team identified the following recommendations:

- that Logos PHS establish funds from which staff and students can be supported to take advantage of the mobility opportunities which their cooperation agreements and conference activities could provide, within six months of receipt of the final report (paragraphs 1.12, 4.24, 4.25 and 4.27; **Chapter III Standard III.4, Chapter II Standard I.1, Chapter II Standard I.2, Chapter II Standard I.6**)
- that Logos PHS support applications to take advantage of the opportunities offered by Albania's involvement in the Erasmus scheme for the mobility of students, within 12 months of receipt of the final report (paragraphs 1.12, 4.24 and 4.25; **Chapter III Standard III.4, Chapter II Standard I.3**)
- that Logos PHS implement a strategy to improve the library provision and secure consistent use of both hardcopy (particularly in the Albanian language) and electronic media within 9 months of receipt of the final report (paragraphs 4.5, 4.4 and 5.5; **Chapter I Standard II.1, Chapter I Standard III.5**)
- that Logos PHS should introduce anonymous marking of examinations with immediate effect on receipt of the final report (paragraph 4.15; **Chapter I Standard II.2**)
- that Logos PHS establish a process monitored by the IQAU for improving programmes in response to student survey data, employment data and feedback

- from employers and alumni, within 12 months of receipt of the final report (paragraphs 4.20, 4.18 and 4.19; **Chapter I Standard II.3, Chapter I Standard II.4**)
- that Logos should provide financial support for Student Council activities within six months of receipt of the final report (paragraph 5.7; **Chapter I Standard III.7**).

### **Affirmation of action being taken**

The review team affirms the following action already in progress:

- the ongoing development of the electronic student data system and access to online information (paragraphs 2.7 and 2.11; **Chapter III Standard VII.1, Chapter III Standard V.2**)
- the redevelopment of the space on the tenth floor to be used for social and cultural activities for the benefit of the students (paragraph 5.8; **Chapter I Standard III.8**).

## Summary of judgements for each Evaluation Area

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

## Summary judgement

The reviewers recommend to the Accreditation Council that at Logos PHS the State Quality Standards are **substantially met**.

## Detailed report

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

1.1 The internal regulation of Logos PHS is governed by its Statute, which sets out its legal foundation as a Private Higher Education Institution under Albanian law, delivering first and second-cycle higher education programmes. **[3.1; M1]** In accordance with Albanian legislation, the Statutes define the mission and objectives of the institution together with its academic and administrative structure. **[3.1]** The current Statutes are consistent with the Albanian Higher Education Law No. 9471. **[SER; M1]** The School has also designed an amended version of the Statutes to comply with the new Higher Education Law 80 (2015). **[SER p.9]** Logos PHS also has in place a comprehensive set of General Regulations which govern its academic and research activities, the admission, teaching and examination of students, the award of degrees and the management of the quality of its programmes of study. **[3.3]** The Senate, supported by advice from the Rectorate and the Council of Ethics regularly reviews and if necessary amends the Statutes and the General Regulations. **[SER p.9]** The Rector confirmed to the review team that during 2016 the Senate had met on numerous occasions in order to review and enhance the Statutes and the General Regulations in preparation for recognition under the new 2015 Higher Education Law. **[M1; M2]** It was confirmed that all changes were discussed widely within the School and that students were involved. **[M1] [Chapter III Standard I.1]**

1.2 The structure and organisation of the management of Logos PHS are set out in the Statutes and in the General Regulations. **[3.1; 3.3]** The Managerial Board is the highest decision-making body of the School and oversees and ratifies strategic, financial, managerial and administrative activities; it consists of five members nominated by the Head of the Foundation of which one is a member of the academic staff and four are experienced external individuals drawn from other universities and public bodies. **[M1; 3.1; SER p.9]** The General Regulations define the Rector and Senate as responsible for academic matters. **[3.3:8]** The Rector is the executive responsible for the management of the School and is appointed by the decision of the Head of the Foundation for a three-year period and may be reappointed. **[3.3:18]** The Senate is a collective decision-making authority of the Higher School and decides teaching and scientific matters such as the development plans, programme approval, the direction and oversight of teaching and assessment and of scientific and research activities. **[3.3:8]** The Senate consists of the Rector as chair together with six members of the academic staff selected by all of the academic staff and one student representative selected by the students. The Senate meets at least once every two months and more often if necessary. **[3.1:13; M1]** Reporting to the Rector are the Deans of the two faculties that deliver bachelor's and master's programmes (the Faculty of Applied Sciences; the Faculty of Economics) and the Heads of the Academic Departments (Finance and Accounting; Business Management; Tourism Management; Applied Informatics; Higher Technician for Medical Laboratories) and the Head of the Research and Development Centre. **[SER p.14; 4.5]** The administration of Logos PHS is overseen by the Chancellor who reports to the Rector and to the Managerial Board. **[3.1:20]** Each of the faculties has its own Council. **[3.1.16]** There is also a Council of Administration made up of elected members of academic staff from each of the five departments in the School and a student member elected by the Student Council. The Council of Administration is a forum that considers and comments on key resource allocations in the School including the annual budget and the annual financial report. **[3.1:15]** The School has a Council of Ethics that reports to the Rector on matters referred to it. **[3.1:16]** The Rector chairs a Board of Quality that oversees the periodic evaluation of programmes and of staff. **[3.1:17]** The evidence seen and heard by the review team indicated that these managerial and administrative arrangements operated

effectively and efficiently and in accordance with the Statutes and the General Regulations. **[Chapter III Standard I.2]**

1.3 The documentation seen by the review team, together with the evidence heard from academic and administrative staff and from students, confirmed that the Senate and other boards involved in the governance and management of the School meet regularly and are properly serviced. This allows them to make decisions as required by the Statutes and the General Regulations. **[4.1- 4.4; addn doc 4a; M1; M2; M4; M5]** Students and staff indicated that their views are given appropriate consideration before decisions are made. **[M4; M7]** Both the Rector and other staff confirmed that during 2016 the Senate and the Council of Administration had met more often than formally required in order to prepare for re-accreditation under the new Higher Education Law 80 (2015.) **[M1; M2] [Chapter III Standard I.3]**

1.4 Logos PHS regularly monitors the quality and effectiveness of its programmes and teaching and the progression of its students. **[3.1:17; 8.5]** The Internal Quality Assurance Unit (IQUAU) is responsible for periodic review and reports to the Board for Quality on the quality of learning and teaching and the attendance and performance of students. **[3.1:17; 8.5]** It also provides reports and requests for programme accreditation to APAAL. **[3.6; SER p.12]** The IQUAU has operational autonomy and access to all data held by the School. **[3.6]** The review team was able to see a range of reports produced by the IQUAU and spoke to some of its staff about its activities, which included monitoring the quality of learning and determining where changes in approach or the provision of more resources were required. **[8.9-12; M2; M8]** The School has begun to become involved in applications for funding from European programmes including collaboration with a Greek university on tourism and an Erasmus-funded conference on freedom of speech and human rights. **[M1] [Chapter III Standard I.4]**

1.5 The School has been operating within the framework of a strategic development plan since 2012. The 'Strategic Plan for the Development of PHS Logos: Priorities and Aims 2012-2017' sets out a number of core objectives that included: continuous improvement of the quality of its academic programmes and teaching; expanding the number of students and staff; developing research activity in collaboration with other institutions in Albania, Europe and further afield; developing a student database to monitor student performance and progression; and strengthening collaborative partnerships with employers. **[3.2; SER p.13]** Progress has been made in achieving these goals and is monitored in the Annual Reports. **[5.1; addn doc 4a]** In particular, the physical size of the School has doubled since 2012 and the number of students and staff has similarly increased. **[5.1]** At the time of the review, a new Strategic Plan 2017-22 had just been completed following broad discussion and consultation within the School. **[3.2; addn doc 4.a]** Logos PHS has also developed partnerships in research and teaching with a number of universities, particularly with the University of Piraeus. **[M2; addn docs]** Plans have been made for the creation of a new Faculty of Humanities and Linguistic Communication which would deliver three programmes of study. **[15: 2-3; M1. [Chapter III Standard I.5]**

1.6 The Rectorate reports each semester and annually to both the Senate and the Board of Administration on the financial, educational and research activities of the School. **[3.6]** The School also reports annually to the Ministry of Education and Sport on its financial situation, its staff, the performance of students on each of its programmes, and generally on the academic activities. **[3.1 article 8; 5.1]** The annual report is discussed at an open meeting of administrative and academic staff and students and amended where necessary. **[3.1: articles 13, 14; SER p.13] [Chapter III Standard I.6]**

1.7 Article 7 of the Logos PHS Statutes provides for the academic autonomy of the School to design programmes of study, to recruit staff and students, to engage in research,

join associations, and to sign agreements and establish partnerships with universities and other institutions of higher education. **[3.1]** Article 16 provides for the establishment of an autonomous Council of Ethics to ensure due process and the fair treatment by the School of staff and students. Article 33 of the Statutes and Article 70 of the General Regulations provide for the rights and duties of students. **[3.1; 3.3]** Article 79 of the General Regulations protects the academic freedom of staff employed by permitting: participation in educational and research activities and publication; freedom to apply methods and content of the learning process within the curricula; and other rights provided for in the employment Law No. 9741, dated 21.05.2007: On Higher Education in the Republic of Albania. **[3.6]** Staff met by the review team indicated they exercised academic and intellectual autonomy. **[M1; M7]** The School fulfils the requirements necessary to be recognised as a Higher School under the law of Albania in that it delivers first cycle and second-cycle programmes of study at appropriate levels and credit volumes, and conducts research through two faculties, five departments and a research centre. **[SER p.14]** The number of teaching staff and their degrees and titles significantly exceeds the minimum legal requirements for a Higher School. **[SER p.14; GID 5.2-3] [Chapter III Standard II.1]**

1.8 As set out in paragraph 1.2, the School operates a sufficient and coherent structure of governance and policy-making bodies that appropriately facilitate debate and decision-making. **[4.1-5; SER p.15] [Chapter III Standard II.3]**

1.9 The Statutes of the School and its Strategic Plan clearly articulate the mission to provide education and training in areas needed by the Albanian labour market and which are consistent with the National Development Plan. In particular, the School provides bachelor's and second-cycle programmes designed to meet the needs of the economy in finance, management and tourism, and in informatics and medical laboratory techniques. **[3.1; 3.2; 3.6; M1; M6]** The School maintains a Careers Counselling Office and monitors and retains data on the employment destinations of its students. **[12.2; 12.5; 12.6] [Chapter III Standard III.1]**

1.10 The School has signed agreements with other national and international institutions in order to advance its mission and policy priorities to provide education and training in key areas of skill shortage in the economy, and also to advance its capacity to engage in joint research projects, conferences and staff and student exchanges. A key agreement (2011) is with the University of Piraeus to exchange staff and students and to cooperate on a range of projects. **[Add docs]** This has led to regular visits by academic staff from Piraeus but no student or staff visits to Greece have taken place under the agreement. **[M7]** At the time of the review visit further agreements were anticipated with the Aristotelius University of Thessaloniki, the International Hellenic University based in Thessaloniki, the Crete University and the University of Cyprus. **[SER p.16.] [Chapter III Standard III.2]**

1.11 A significant part of the education and training provided by the School consists of internships and practice placements in relevant professional environments such as private companies, banks and financial organisations, health centres and hospitals. **[3.3; 3.5; 3.12; 11.3]** The review team was able to meet representatives from organisations which enable students to meet the practice requirements of particular study programmes and with which the School has agreements. **[M6]** These representatives confirmed the mutual benefit of these arrangements and that they provided effective job training. **[M6] [Chapter III Standard III.3]**

1.12 Although the School has signed a number of agreements to facilitate the mobility of academics and students, as well as visits to higher education institutions in other countries, to date international mobility of staff and students has not occurred. No staff or students spoken to by the review team were able to give examples of such visits and reasons advanced had to do with a lack of institutional funding for these opportunities. **[M2; M5]** This

problem was recognised in the SER which draws attention to limited participation in international projects. **[SER]** The review team recognised that Logos PHS charges its students relatively low fees and that there is a degree of subsidy from the Orthodox Autocephalous Church of Albania contained within the funding arrangement for the School; the review team also recognised that the School has provided scholarships for students in financial need. However, the review team regarded as a **weakness** the lack of financial support for research activities such as travel to, and attendance at, conferences and very limited implementation of mobility opportunities for staff and students and **recommends** that Logos PHS establish funds from which staff and students can be supported to take advantage of the mobility opportunities which their cooperation agreements and conference activities could provide, within six months of receipt of the final report. In relation to student mobility the review team regards as a **weakness** the lack of engagement with the opportunities offered by the Erasmus scheme for student mobility and **recommends** that Logos PHS support applications to take advantage of the opportunities offered by Albania's involvement in the Erasmus scheme for the mobility of students within 12 months of receipt of the final report. These issues are also raised at paragraphs 4.24, 4.25, and 4.27.

**[Chapter III Standard III.4]**

1.13 Logos PHS is a relatively young higher education institution as it received its first licence to provide a first-cycle programme in July 2009. However, the School has a clearly defined mission to meet the higher education and skills needs of the Albanian economy in the areas of economics, management and finance, in applied informatics and in the training of medical laboratory technicians. Logos PHS has developed appropriate governance structures and management capacity to support a population of some 400 first and second-cycle students and has plans to develop a third faculty in Humanities and Linguistics. The School has also developed a longer term ambition to construct a new campus outside of Tirana. While Logos PHS has ambitions to develop its international links it currently has only one effective link (with the University of Piraeus) and staff and student mobility is currently an area of weakness.

## Findings

### Good practice

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

### Weaknesses

The review team identified the following weaknesses:

- the lack of financial support for research activities such as travel to, and attendance at, conferences and very limited implementation of mobility opportunities for staff and students (paragraphs 1.12, 4.24, 4.25, and 4.27; **Chapter III Standard III.4, Chapter II Standard I.1, Chapter II Standard I.2, Chapter II Standard I.6**)
- the lack of engagement with the opportunities offered by the Erasmus scheme for student mobility (paragraphs 1.12, 4.24, and 4.25; **Chapter III Standard III.4, Chapter II Standard I.3**).

### Recommendations

The review team identified the following recommendations:

- that Logos PHS establish funds from which staff and students can be supported to take advantage of the mobility opportunities which their cooperation agreements and conference activities could provide within six months of receipt of the final report (paragraphs 1.12, 4.24, 4.25, 4.27; **Chapter III Standard III.4, Chapter II Standard I.1, Chapter II Standard I.2, Chapter II Standard I.6**)
- that Logos PHS support applications to take advantage of the opportunities offered by Albania's involvement in the Erasmus scheme for the mobility of students within 12 months of receipt of the final report (paragraphs 1.12, 4.24, and 4.25; **Chapter III Standard III.4, Chapter II Standard I.3**).

### 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 substantially met.**



## Evaluation Area 2: Resourcing

- 2.1 Logos PHS pursues an open, public and competitive staff recruitment procedure. **[3.6]** Article 21 of the General Regulations does not allow discrimination on the basis of ethnic, linguistic, racial, philosophical, political opinion and religious orientation. **[3.3]** The procedures followed comply with the Higher Education Law No. 9715 (2007). **[SER]** Requests to fill a full or part-time post are proposed to the Rector, generally through the Dean of a faculty. The request includes a brief describing the post and the desired person specification. **[3.6; 6.14]** The process is managed by the Human Resources Office. **[3.3]** A post is advertised on the School website and in some cases through other media. Article 79 of the General Regulations specifies the minimum qualifications for academic appointments. **[3.3]** The Rector nominates members of an ad hoc appointments committee which selects the candidates to be interviewed, conducts the interviews and nominates the preferred candidate to the Rector who makes the final decision. **[3.6; SER]** ***[Chapter III Standard IV.1]***
- 2.2 Logos PHS is committed to the appropriate induction of new staff and their integration not only into the work of the institution but also into its social life. The School adjusts the workload of employees to allow them to undertake approved training or obtain further qualifications, such as a doctorate. **[M2]** This was confirmed in meetings with the academic and support staff. **[M7; M8]** ***[Chapter III Standard IV.2]***
- 2.3 Employees and academic staff of the School are appraised annually. **[SER]** The teaching by academic staff is assessed in part through questionnaires completed by students. **[8.7]** The School maintains records of the academic development of teaching staff, their qualifications, participation in scientific conferences, both inside and outside the country, and professional training undertaken with other providers. **[3.6]** ***[Chapter III Standard IV.3]***
- 2.4 The School seeks to support the health and general well-being of staff and to provide written healthcare guidance and a range of social events. **[13.5; SER]** ***[Chapter III Standard IV.4]***
- 2.5 The School maintains a Human Resources Office within its Management Unit and all staff contracts comply with current Albanian legislation on employment in higher education. **[Law No. 9741, dated 21.05.2007; 3]** Employees and academic staff of the School are appraised annually and records on each member of staff are kept in the Human Resources Office. **[SER; M2; M7]** ***[Chapter III Standard II.2]***
- 2.6 Logos PHS operates within the financial framework of the Foundation from which it receives significant annual subsidies both in funding and maintenance of the building and equipment. **[1.1-4; 3.6; SER]** The Finance Office within the School compiles annual financial accounts which are scrutinised by the Board of Administration and which are submitted to the Foundation. **[3.10; 13.3; SER]** The Finance Office produces documentation demonstrating that the School complies with all legal requirements such as tax and social security payments for staff and the declaration of all income and costs. **[13.1-4; SER]** The annual accounts of the School are subject to independent external professional audit. **[13.2; SER]** ***[Chapter III Standard VI.1, Chapter III Standard VI.2, Chapter III Standard VI.3]***
- 2.7 The School's website makes available all required information on student numbers, programmes offered, its organisational structure and the Statutes and Regulations that are applied to its governance. **[www.shiplotos.edu.al]** The review team met the staff responsible for the provision and management of the School's electronic information systems. **[M2; M8]** It was confirmed that much of the information on students is held within

different databases and also in paper files and that the School has recently invested in a more comprehensive student data system that it is currently populating with information. It intends to improve online access to information for both students and staff. **[M8]** The review team **affirms** the ongoing development of the electronic student data system and access to online information (see also paragraph 2.11). **[Chapter III Standard VII.1 and V.2] [Chapter III Standard VII.1]**

2.8 The academic programmes offered by the School require the provision of appropriate computer hardware and software, particularly the programmes in Applied Informatics and in Finance and Business. The School provides four computer labs and both PC and main servers run appropriate software and graphical two and three-dimensional programmes. **[11.9; SER; M2; M5; M8]** The annual budgeting process allows departments to bid for new equipment and software, and purchases can be made within year if necessary by submitting requests to the Foundation. **[M2; M8]** Students and staff are satisfied with the provision of information technology. **[M3; M4; M7]** The School does not provide distance-learning programmes. **[Chapter III Standard VII.2]**

2.9 The premises within which the School operates are provided rent-free by the Foundation and the Orthodox Autocephalous Church which also maintains the accommodation. **[1.1-4; 3.6; M1]** The School has developed plans to build a new, state-of-the-art campus on eight hectares of land outside Tirana but these plans depend on the expansion of programmes and student numbers. **[M1; SER]** The School has appropriate arrangements and facilities to house all its academic stock within its library and its administrative documentation and archives within its Registry including administrative files and databases. **[SER; M2]** The School has appropriate policies and plans, supported by a sufficient administrative infrastructure, to manage, maintain and develop its assets. **[Chapter III Standard VII.3, Chapter III Standard VII.4, Chapter III Standard VII.5, Chapter III Standard VII.6]**

2.10 Logos PHS occupies four floors of a well-maintained building in Tirana. Lecture theatres, classrooms, laboratories, the library and study space, and offices appeared fit for purpose. **[site tour]** The School indicates that all required norms in terms of space, heat, lighting, fire-protection and fire escapes, emergency power supplies, hygiene and sanitary facilities are met or exceeded. **[SER; 14.1-4] [Chapter III Standard V.1]**

2.11 The School maintains comprehensive documentation on its academic activities (programme and course information, staff records, student records including registration, matriculation, progression and employment destinations, and copies of grades achieved and diplomas and diploma supplements awarded). **[SER; M8]** The School is developing an electronic data system and online access; this finding supports the affirmation at paragraph 2.7. **[M8] [Chapter III Standard V.2]**

2.12 Logos PHS has in place and effectively operates policies for the management of its human and physical resources. Recruitment policies and procedures are open and transparent. There are arrangements for the induction of new staff and for the appraisal, development and training of existing staff. The financial management of the School is prudent and complies with legal requirements. The School engages in annual and longer term planning and has in place mechanisms for maintaining and updating the equipment and library resources necessary for the delivery of its programmes. The buildings and space used by the School meet or exceed legal norms, are fit for purpose and well-maintained. The School safely stores in an accessible form all the documentation and archives necessary to support learning, teaching and research and is improving its online systems.

## **Findings**

### **Good practice**

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

### **Weaknesses**

The review team did not identify any weaknesses.

### **Recommendations**

The review team did not identify any recommendations.

### **Affirmation of action being taken**

The review team affirms the following action already in progress:

- the ongoing development of the electronic student data system and access to online information (paragraphs 2.7 and 2.11; ***Chapter III Standard VII.1, Chapter III Standard V.2***)

## **Judgement**

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

## Evaluation Area 3: The Curriculum

3.1 Logos PHS states that its mission is to 'develop, transmit and extend knowledge in the process of teaching and learning'. **[3.1 article 2; 3.3 article 4]** There are two main units, the Faculty of Economics and the Faculty of Applied Sciences. The Faculty of Economics includes the Departments of Business Management, Finance and Accounting, and Tourism Management. Applied Sciences includes the Departments of Applied Informatics, and Higher Technician for Medical Laboratories and a Scientific Research and Development Centre. **[3.1 article 3]** In accordance with this mission, the faculties between them offer programmes in the first two Bologna cycles. **[3.1 article 4]** *[Chapter I Standard I.1]*

3.2 Logos PHS provides information for the public about the programmes offered. Student registration criteria are given in the Strategy and Regulations. **[3.2 p.9; 3.3 article 39, 40, 42]** It provides this information on its website which describes the admissions criteria and the programmes offered in the respective subject areas. **[<http://www.shlplogos.edu.al>]** The School carries out a large-scale information campaign to publicise the study programmes it offers. The campaign starts in February to March and in 2016 meetings were organised in Berat, Kucove, Ure Vajgurore and Lushnje high schools as well as in Tirana. **[M3 q1-4; M4 q1-4; M8]** The School produces information brochures, leaflets and student guides. **[add doc. Student guide]**

3.3 Study programmes are designed to provide graduates of a quality that meets market demand and facilitates student employment, **[M2; M4; M6; M7]** while being consistent also with its mission. **[3.1 article 4]** There are regulations for each study programme. **[3.3; 3.4; 3.5]** The School sets out clear rules on assessment; assessment at programme level is subject to review by academic staff in the departments and approval by the Academic Senate. **[3.3 ch 6 article 52, ch 7 article 54, 55, 56, 57, 58, 59]** *[Chapter I Standard I.1].*

3.4 Logos PHS offers study in first and second-cycle programmes in both faculties; it timetables the Professional Master's (second cycle) programmes in the afternoons. **[M4]** It does not offer part-time study following legislative changes by the Ministry of Education and Sport (MoES) in 2014 which prohibit part-time programmes. *[Chapter I Standard I.2]*

3.5 Logos PHS aims to provide students with basic knowledge consistent with scientific principles and with 'abilities and true competences'. **[doc 3.2]** Logos PHS has worked on improving the infrastructure for teaching facilities, including the laboratories for the Applied Informatics and Higher Technician for Medical Laboratories programmes. It has also sought to recruit academic staff with expertise in relevant fields of medical sciences, economics and informatics. **[3.1; M2; M3; M4; M7]** The experience of academic staff gained through participation in conferences or projects also supports their teaching. **[M7 q.1; 1.1-4; 3.6; 11.9]** Collectively, these processes ensure that the School offers programmes in accordance with the institutional development strategy and in line with local, national and international trends. *[Chapter I Standard I.3]*

3.6 Logos PHS offers study programmes in line with national and international market trends. Information about such trends is provided by part-time academic staff who are also practising professionals, through market analysis, student internship experiences in different organisations, and through the participation of staff at conferences and in further study in Albania and abroad. **[addn doc 6.a; add doc 6.b; M2; M4; M6; M7; M4]** Market research is usually undertaken by the relevant department to identify market needs and to inform the curriculum but there is no formal process for partner employers or alumni to inform programme development. This finding informs the recommendation relating to quality improvement and programme development at paragraphs 4.18, 4.19, and 4.20. **[M5; M7;**

**3.7]** The strategic plan states Logos PHS's intention to continue to engage with regional partners, interest groups and businesses and to continue to develop meaningful partnerships at national and international levels such as those with the University of Piraeus and the International University of Greece. **[M7; 4.4; 5.4c] [Chapter I Standard I.4]**

3.7 Logos PHS aligns its programmes with its infrastructure and its academic and support staff resources. **[4.4; 5.4c; 14.4; 13.5]** Currently each department has at least seven full-time academic staff complying with the MoES and APAAL requirements. **[M1; M;2; GID]** The infrastructure is appropriate and fulfils the requirements for theoretical and practical teaching. Laboratories are equipped for practical training. **[M3; M4, M6; M7; 14.4]** The development strategy for the period 2016-21 includes a plan to increase the number of students through opening a third faculty and building a campus that will meet all students' learning needs as well as providing student residencies. **[M1; M8; site tour; 3.2] [Chapter I Standard I.5]**

3.8 Logos PHS runs an orientation programme for new students that covers their curriculum and component modules, the nature of their assessments, penalties for cheating, the library and learning resources, and where to go for advice and assistance. **[M2; M3; M4]** In some cases students in the second year welcome the first year students. **[M3]** Academic staff introduce the content of the syllabus in the first class of each academic year. **[M3]** An online tool supplements this information by providing each student with their timetable, grades, notifications about activities, and other information about their programme. Each module has its own objectives. **[addn doc 11.a – 2014; addn doc 11.b-imb; addn doc 11.c – 2016; M7; M3]** The General Regulation and Development Strategy 2012-2016 defines the student admissions criteria. **[3.3 article 39; 3.2 p.9] [Chapter I Standard I.6]**

3.9 First-cycle study programmes provide students with basic knowledge and understanding of general scientific methods and principles, and include opportunities for practical experience, including professional practice with external partners. **[M4, M6]** One example is the Higher Technicians for Medical Laboratories programme in which students gain practical experience enabling them to move successfully into employment. **[M4; M6; 5.2; 5.3a; 5.3b]** Theory is combined with practice from the second year of study, leading in the third year to a three-month practical internship. **[M4]** Study programmes allow a progressive transition from first to second-cycle study; alumni who have studied first-cycle awards have progressed successfully to the second cycle. **[M4]** First-cycle study programmes are organised into 15 weeks, with a pre-assigned division between theoretical and practical teaching within the weekly workload. While the curricula aim to balance theoretical and practical teaching, some branches, such as the medical technician programme, give more attention to practice **[M7]** in response to students' requests. **[M3; M4; 5-2-1; 5-2-2]** Students who complete a first-cycle programme are equipped to enter appropriate employment. The School's close links with employers provide an extensive variety of opportunities for practical experience and placements, and examples were given by partner employers and alumni of job offers being made to students on the basis of their internships. **[M6; M4]** Students are aware of the possibility of transfer between study programmes and the transfer procedure is defined in General Regulation. **[3.3 article 37, 38] [Chapter I Standard I.7]**

3.10 Logos PHS provides a tutorship programme for students. Tutors provide additional support, such as assistance for students who are seeking to improve their performance and may benefit from additional study. **[M3; M7; 3.3 article 41]** Relevant lecturers always review examination answers so they can give students feedback on what they have done wrong, and the tutor may liaise with the lecturer on behalf of the student. **[M3]** The CCO provides assistance and advice as well as disseminating valuable information about employment opportunities. **[M8; 12.5; 12.6]** Different approaches to learning may be offered to reflect the background of the students. **[M7]** For example, in the Higher Technicians for Medical

Laboratories programme additional practical work may be provided during break-time to make the subject more attractive to students. **[M7]** Logos PHS aims to recruit academic staff with professional experience, for example in well-known hospitals and clinics. **[M2; M7]** Hiring part-time staff who can combine their teaching with a professional practice role is considered a strength as they bring real-life examples and case-studies to topics that are otherwise covered in theory. **[M2; M7; M8]** Efforts have been made to meet the requirement of MoES and APAAL to have at least seven academic staff per department. **[M1; M7]** For the year 2015-16, 32 full-time and 29 part-time time lecturers were engaged. For the academic year 2016-17 41 academic staff were engaged on a full-time basis while 14 were part-time. **[6.1; 4.4] [Chapter I Standard I.8]**

3.11 Academic staff teaching in the second-cycle Professional Master's programmes participate in projects and international conferences and they use this experience to improve their modules. **[M7]** Professional Master's programmes take place over three semesters. They are in accordance with the School's mission and development strategy and with market requirements, **[3.2; 3.3; addn doc 6.a; addn doc 6.b]** which aims to provide high quality teaching and training in both theoretical and practical work **[3.2; 3.3]** with a special focus on professional practice. The CCO provides links to the community including hospitals and clinics in Tirana, banking institutions and accounting companies. Professional practice is facilitated through agreements signed between the partners and Logos PHS, **[M6; addn doc. 11.4; addn doc 11.7; addn doc.11.5; addn doc11.6]** and students gain considerable understanding and experience from their internships. **[M4] [Chapter I Standard I.9]**

3.12 The CCO keeps records of student employment, although it can be difficult to maintain this when graduates change their contact details. **[addn doc 7.a; addn doc 7.b]** It has set up an alumni association to maintain contact, as well as to increase awareness among younger students who are still uncertain about their employment opportunities after finishing their studies. **[M6]** Logos PHS has made efforts to meet the requirements of MoES and APAAL in respect of the number of academic staff required (see also paragraph 3.10). **[M1; M7; 6.1; 4.4] [Chapter I Standard I.9]**

3.13 Study programmes are offered in accordance with the rules and regulations set by MoES, the General Regulations of the School and the Bologna process for both cycles, respectively bachelor's and master's. **[5.4; 5.4b; addn doc 11.a; addn doc 11.b; addn doc 11.c]** The curriculum details contain valid information on the study topics and recommended literature and the credit values are in line with the European Credit Transfer and Accumulation System (ECTS). The School issues Diploma Supplements under the rules set out in the General Regulations for both cycles of study. **[3.1; 3.3 ch 10, article 65, article 67 and 68]** Study programmes are designed to facilitate student mobility as sanctioned in the General Regulations. **[3.3 ch 7]** Greek and English language study is offered for two years of study in the first cycle, each being worth two credits per semester. **[M4; site tour] [Chapter I Standard I.10]**

3.14 Study programmes in the first and second cycles include both theoretical and practical teaching hours. During the first year, students acquire general knowledge before they progress to more professionally applied modules. In the Higher Technicians for Medical Laboratories programme, there is an equal split between theory and practice in the first year. Subjects such as accounting engage with professional practice in the final year; these students also spend study-hours on specialist software (see also paragraph 4.11). **[addn doc 11.d; M4, M6, M7]** At the end of their studies, students prepare their diploma thesis in accordance with the General Regulations of the School and the special regulations of the Faculty. **[3.3; 3.4]** The review team heard an example of a student who had two supervisors for his thesis, one from Logos PHS and the other from Orthodox Clinic where he had done his internship. **[M6]** Logos PHS also supports students' activities such as a football team and music group. **[M3; M4; M7] [Chapter I Standard I.11]**

3.15 The study programmes in both cycles (bachelor's and Professional Master's) have a technical character. The Higher Technicians for Medical Laboratories and Applied Informatics programmes are specially tailored to labour market needs; **[addn doc 6.a; addn doc 6.b]** they contain theoretical and practical knowledge in equal proportions. This ratio varies during the second cycle when most classes are practical and students undergo internships for three months. **[M3; M4; M7]** Examples of developments include histology, in response to an increase in cancer rates in Albania; the evaluation of statistical data on tourism; and a tourism project in collaboration with other organisations focusing in the Durres area. Study programmes in the Faculty of Economics include knowledge about entrepreneurship. Some specialist modules address theoretical knowledge such as risk analysis or the fiscal system, which students build on during their internships. **[M3; M4; M6]**  
**[Chapter I Standard I.12]**

3.16 Logos PHS employs appropriate means to publicise its study programmes, including through the website, visits to high schools, leaflets and a student guide, as well as the use of other media. Study programmes are provided in two cycles, bachelor's and Professional Master's; they are compliant with the study cycles of the Bologna process and reflect national labour market requirements. The programmes also align with the Statutes and School's development strategy. It develops the curriculum through the professional experience of the staff, including part-time staff, supported by the participation of academic staff in conferences and projects, especially in the second cycle where professional practice is important. Logos PHS has improved the infrastructure for teaching including the laboratories for informatics and medical technician studies, and they strive to recruit academic staff with expertise in relevant fields of medical studies, economics and informatics. The programmes offered at Logos PHS align with the infrastructure and the number of full-time and part-time academic staff. First-cycle programmes include the acquisition of general, theoretical and practical knowledge. In programmes such as Applied Informatics and Higher Technician for Medical Laboratories, practical work takes high priority from the first year. Logos PHS offers a tutorship arrangement for students, which provides effective additional support. The Career Counselling Office is active and builds close relations with graduates and employers, affording opportunities for the development of internships which often lead directly to students becoming employed.

## **Findings**

### **Good practice**

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

### **Weaknesses**

The review team did not identify any weaknesses.

### **Recommendations**

The review team did not identify any recommendations.

### **Affirmation of action being taken**

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

## **Judgement**

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



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

4.1 All programmes are designed and described by module, developing knowledge, with a balance of work per year and per semester, broken down into the various types of lecture and class including practicals. **[SER p.33]** The teaching schedule consists of two semesters per year, each of 15 weeks with at least 23 hours of taught classes per week. **[3.3]** Programme information **[5.4a]** shows the teaching schedules by semester and the credits allocated. The website has a section for each faculty which describes the programmes and lists the modules taken in each year with the total credit value for the year in ECTS. **[website]** The 90-credit Professional Master's programmes are to be replaced with 60-credit versions to meet new national guidelines. **[addn doc 3]** Students are given information about their study programme at the start of the semester or year. **[M3; M7]** The handbook **[add doc Guidebook and hard copy seen at visit]** which introduces them to Logos PHS includes details of programme structures and information about examinations. There is a maximum period of study of 10 years. **[3.3] [Chapter I Standard II.1]**

4.2 Professors design the programme and departments are responsible for ensuring that appropriately qualified and experienced staff do the teaching. Syllabi are reviewed at the start of each year and signed off by the Head of Department and the Dean of the faculty. **[SER p.33; 5.4b]** Changes to programmes are discussed in the Faculty Council and by the Senate, and the Dean reports to the Rector. **[M2; addn doc 5/2-1]** Module outlines are presented with aims and objectives, content, teaching methods, syllabus and reading list. The module information for computerised accounting, **[addn docs 11a; 11c]** given as an example to the review team, lists topics to be covered; there is a short reading list. **[Chapter I Standard II.1]**

4.3 The syllabi for Professional Master's programmes are clear with module details including how the module will be assessed and giving the weighting for each element of assessment. It states what each module is intended to cover, with a focus on knowledge rather than academic skills such as evaluation or criticality. The syllabus summaries include the core reading lists. **[5.4b]** The reading list for the master's programme in Higher Technician for Medical Laboratories shows 18 books with publication dates (where given) from 2009 to 2017; most are in English. The modules may also give their own short reading lists, typically one or two books, although some give none. These are more commonly in Albanian or of older dates, such as books dating from the 1990s. **[5.4b] [Chapter I Standard II.1]**

4.4 Basic literature is in Albanian supplemented with information from the lecturer. **[addn doc 3]** The Registry makes copies of 'pre-arranged lessons' for students. **[3.3]** There is a library with just over 2,000 books **[M8; site tour]** of which only 125 are in Albanian and just over 270 in English. The great majority (just over 1,600) are in Greek and many are not relevant to the programmes currently taught; these include the ancient Greek classics, theology and sociology. Although Logos PHS staff explained that they would be required when their planned third faculty [tour] is in place, this significantly reduces the literature available to current students. Only 89 staff and students out of more than 300 have a library card which is required to borrow a book. **[M8; site tour]** Although it is possible to use books in the library without a card **[M8]** opening hours are only 8.30am to 4.00pm Monday to Friday with closure in August, **[site tour; 3.11]** which suggests that use of the library is low; this finding supports the weakness and recommendation identified at paragraph 4.5. **[Chapter I Standard II.1]**

4.5 The review team explored the availability and use of electronic resources. Staff stated that they guide students to web-based sources of information [M8] but that students prefer hardcopy books. As a result, Logos PHS is seeking to enhance its hardcopy book-stock but is also negotiating for access to online catalogues [M8] There was no evidence of use of the electronic library of the University of Piraeus mentioned in the SER [SER p.16; 3.11; M2 M3; M4; M7] and the weblink to it was broken [website] although a significant number of hardcopy books have been donated by the University. [site tour] If staff require books, which may be in response to student feedback, they can be provided. [M8] However, maintaining a hardcopy library to the level required poses a challenge and students also need to be confident in the use of electronic sources of literature. The review team therefore regards the limited supply of core books in Albanian, limited access to electronic library resources and students' limited use of the library as a **weakness** and **recommends** that Logos PHS implement a strategy to improve the library provision and secure consistent use of both hardcopy (particularly in the Albanian language) and electronic media within nine months of receipt of the final report. This finding is also supported by commentary at paragraph 5.5. [Chapter I Standard II.1]

4.6 The review team saw laboratories and computer rooms for the medical laboratory technician and informatics programmes respectively, as well as lecture and seminar rooms. [site tour] The students reported that they are appropriate for their needs [M3; M4] and that when they have had concerns about the availability of equipment they have raised them and the issues have been addressed. More microscopes were bought and more PCs provided. [M3] Employers who take students as interns, and have also given some of them permanent jobs, confirmed that the equipment they use and the laboratory tests they are trained to undertake reflect what they will do in the workplace. [M6] [Chapter I Standard II.1]

4.7 Staff are appointed to address gaps in the teaching provision once the requirements for the year are known. [M2; M7] This often includes part-time staff who are employed in professional areas such as medical laboratories and who can bring current knowledge to their teaching. [M2; M7] [Chapter I Standard II.1]

4.8 Internships are provided in first and second-cycle programmes. [M3; M4; M6] There are formal agreements with companies which include assessment of the student by the employer in respect of attendance, interest and active learning. [addn doc 11.5; addn doc 11.6; M5] Finance and accounting students are placed in banks [addn doc 11.7] and business students have internships with a range of companies including hotels, the tax office and an advertising company. [addn doc 11.4] Most of the employers rate students highly [addn doc 11.4] and they speak positively of the skills which the students develop, which they believe makes them good employees on graduation. [M6] During their internships students complete a record of their experiences [M3] and alumni confirm the value of this as they recognise that jobs have to be obtained on merit. [M6] [Chapter I Standard II.1]

4.9 The Professional Master's programme for Medical Laboratory Technicians includes a two-month internship: [addn doc 8] a statement sets out what is expected of the student and what the student should get from the experience. Medical laboratory technician students are attracted to Logos PHS because it offers practical work from the first year of study. [M3; SER p.33] Professional internships are available as part of the teaching plan in the Professional Master's programme in finance and accounting. The SER states that a teaching practice plan is developed with the host company and followed up by a member of academic staff; [SER p.33; 3.6] this is evaluated by the business mentor and certified. [addn doc 11.5; addn doc 11.6; M3; M6] Students value the high proportion of practical work which is integrated with theory. [M4] [Chapter I Standard II.1]

4.10 Students are further supported to develop professional skills through their project or thesis. A student conference held in 2017 gave them the opportunity to present their work to

one another and to alumni. **[M2; M3; M4; M6]** Students found this valuable; the topics were of current relevance to society including quantitative easing, malaria and the use of computers to streamline analysis of medical samples and to register students online. **[M3; 7.4]** Workshops promoted by the CCO are also intended to support students' awareness of research activity; topics have included AIDS and narcotics, taxation systems, sustainable development and cultural communication. **[Chapter I Standard II.1]**

4.11 The School monitors employment rates. **[M7]** The percentage of medical laboratory technician graduates employed varies from 100 per cent of the 2013 graduating cohort to 33 per cent in 2014 and 53 per cent in 2016. **[addn doc 7a]** A list was provided to the review team of the employment of finance, accounting and business graduates. **[addn doc 7b]** Only 2.5 per cent are unemployed, 30 per cent are doing master's degrees and the rest are employed in family businesses, private companies and public administration. Students on the computerised accounting programme are offered training in industry-software which makes them more employable. **[3.2; SER p.33] [Chapter I Standard II.1]**

4.12 There are regulations for assessment at School and faculty levels. **[SER p.34; 3.4; 3.5]** The conduct of examinations is securely managed. **[3.2]** Students can obtain feedback on their examinations to find out what they did well or what mistakes they made **[M3]** and they can also use a formal process to complain about a mark. Students are aware of this process **[3.2; M3; M4]** but do not use it much as they are usually reassured of the appropriateness of their mark when a lecturer gives them feedback. **[M3] [Chapter I Standard II.2]**

4.13 Examination results are posted and there are clear rules about taking and retaking exams. **[3.3]** Students have the right to be reassessed in up to three marks per year to improve grades. **[M3; 3.3]** The 2015-16 report **[addn doc 3]** states that a focus of the year was curriculum development, which resulted in a standard assessment scheme of 30 per cent preliminary examination, 60 per cent end-of-semester examination and 10 per cent engagement in seminars. This revised the weightings in the General Regulations. **[3.3]** There is a 75 per cent attendance requirement for students to be allowed to sit exams. **[3.3; 3.4; 3.5; addn doc 3]** Students defend their diploma thesis before a Commission of Assessment. **[5.5] [Chapter I Standard II.2]**

4.14 Marks given as a percentage are converted into grades on a scale of 1-10 **[3.3]** from which the School calculates weighted average grades based on a national formula. The student handbook **[addn doc Guidebook and hard copy seen at visit]** details the calibration of percentage marks for grades 4-10, together with a processes for transferring into and between programmes, a 75 per cent attendance requirement, the right to appeal a mark, and the disciplinary procedures. It also explains the requirement to re-enrol and the process for interrupting study. Students receive marks from a member of academic staff responsible for the module and confirmed by an official transcript issued by the Registrar. The Ministry has approved the format of the Diploma Supplement. **[5.5] [Chapter I Standard II.2]**

4.15 The 2015-16 report **[addn doc 3]** presents pass/fail data. Average pass rates for the first cycle varied from 66 per cent in business management, to 71 per cent in tourism, and 94 per cent in business/accounting; second-cycle programmes had pass rates of 99 per cent (medical technician) and 98 per cent (economics). However, there is considerable variation between years of study and semesters in some programmes. **[addn doc 3]** When student work is marked, several people verify that the marks are correct and four signatures are required but work is not marked anonymously. **[site our]** The team regarded it as a **weakness** that there is no system for anonymous marking of examinations and therefore **recommends** that Logos PHS should introduce anonymous marking of examinations with immediate effect on receipt of the final report. **[Chapter I Standard II.2]**

4.16 Student feedback is given through student representatives on Boards including the IQAU, Academic Senate and Ethics Council. [M3; M4] The Student Council is elected [3.3] and has been effective in obtaining improved medical laboratory equipment and more PCs for the library. [M3; M4] It is involved in administering the feedback surveys [M3] and the SER states that students' views are taken into account in quality assurance. [SER p.36, p9.] A request was made by a group of students on the medical laboratory technician programme to replace some non-professional subjects with professional ones; a working group was set up to consider their concerns and [addn doc 5/2-1] students recorded their thanks for the changes made. Other changes include moving examinations to enable students to manage their workload, and reducing group sizes. [M3] [Chapter I Standard II.1, Chapter I Standard II.3, Chapter I Standard II.4]

4.17 Logos PHS aims to adopt modern interactive approaches to teaching. [3.4; 3.5] Staff are committed to their teaching and students think highly of the teaching they receive. They particularly appreciate the amount of discussion which is encouraged [M3; M4] and the willingness of staff to make time to go back through things which they are finding difficult. [M3] The review team heard an example of how a member of staff adapts her teaching to students' learning styles: those who do not respond well to lectures can be given independent study. [M7] [Chapter I Standard II.1, Chapter I Standard II.3, Chapter I Standard II.4]

4.18 The Careers and Counselling Office (CCO) collects data from graduates about their employment [12.6; doc seen during the visit] and maintains contact with alumni. It is setting up an alumni association [M6] and [addn doc 3; doc seen during the visit] a database of information about the employment of graduates. However, there is no evidence of any of this information being used to improve programmes and staff were unable to give the review team any examples of such improvements. [M2; M8; M7] Employers and alumni do not have the opportunity to provide feedback on the programmes based on their experience. [M6] Graduate employment data and feedback from employers and alumni are not used in the continuous improvement of the programmes and this finding supports the weakness and recommendation identified at paragraph 4.20. [Chapter I Standard II.3]

4.19 Faculties are responsible for teaching quality [3.2] but teaching is monitored by 'the managing authorities'. [SER p.36] The autonomous IQAU, which reports directly to the Rector [3.2; 3.6] and includes a student representative, [M3] produces reports [8.7] summarising student feedback on lecturers. The review team saw IQAU reports for the Professional Master's programme in finance and accounting and for first-cycle provision in the Faculty of Economics. [8.8; 8.7] Students complete the national survey on lecturers' competence [3.2; M2; M3; M4 docs provided during visit of survey papers] and the 2015-16 report [addn doc 3] records that 77.5 per cent of staff were rated as effective. Attendance data is also taken into account. [M8] However, there is no action plan associated with the IQAU reports and staff could provide no evidence of any systematic follow-up to the reports to ensure that issues are addressed and improvements made as a result of the data. [M2; M7] Individual staff may use the information to reflect on and improve their own practice [M7] but this is neither supported nor monitored. There is no systematic follow-up of actions in response to the survey data and this finding supports the weakness and recommendation identified at paragraph 4.20. [Chapter I Standard II.3, Chapter I Standard II.4]

4.20 In light of the observations at paragraph 4.18 and 4.19, the review team regards as a **weakness** the absence of a formal process for securing and monitoring quality improvement based on student survey data and graduate employment data and the lack of a process for employers and alumni to feed back into programme development. The team therefore **recommends** that Logos PHS establish a process monitored by the IQAU for improving programmes in response to student survey data, employment data and feedback

from employers and alumni, within 12 months of receipt of the final report. **[Chapter I Standard II.3, Chapter I Standard II.4]**

4.21 The Scientific Research and Development Centre reports to Senate **[SER p.11; M2]** and is run by a head of centre who has a PhD. **[7.2; M2]** Although located in the Faculty of Applied Sciences, **[3.3]** it has an institution-wide remit and works also with the Faculty of Economics. **[M2]** The Centre is responsible for encouraging the development of scientific research. **[7.2]** It **[SER p.38]** coordinates and organises activities and interactions between different parts of the School in relation to research while departments are important for operational research activity. **[M2]** As the Centre is the main unit of organisation of teaching and research, **[SER p.37; 3.1; 3.6; M2]** research planning is undertaken in consultation with heads of department. Departments have their own research plans, **[7.4; 7.5; M2]** which includes enhancing teaching through research, staff publications and attending conferences; and heads of department report on progress against the plans. **[Chapter II Standard I.1, Chapter II Standard I.2]**

4.22 In 2015-16 the Scientific Research and Development Centre **[addn doc 3]** aimed to increase the level of staff research and project activity, to apply students' theoretical learning to the local economy and to enhance links with foreign universities. Forty-six staff participated in research against a target of 40. The target of engaging students in research activity was not achieved, nor was the aim of increasing national and international prizes. Cooperation with the University of Piraeus was intended to support research **[3.2]** and further collaborations planned in Greece, Crete and Cyprus have the same aim. **[SER p.40] [Chapter II Standard I.2]**

4.23 Logos PHS supports research interaction with other organisations, by providing administrative support for conferences in Tirana. **[M7]** An international conference was held in Tirana on applied science and the economy in 2017, **[7.14]** and at a summer school open lectures have been held **[7.8]** with colleagues from Romania and Greece, especially the University of Piraeus. **[7.12]** A conference was held with the Universities of Tirana and Pristina about the challenges of immigration. **[M7]** In 2015-16, 13 staff gave posters at conferences and 7 presented papers. **[addn doc 9]** Staff from Logos PHS have been involved in an Erasmus-funded project on freedom of thought, conscience, religion and human rights - a new educational challenge for Albania **[SER p.38]** - and in 2015-16 10 staff were involved in a project funded by the Greece-Albania cross-border programme on creating eco-sustainable tourism destinations. **[7.11; addn doc 9]** This demonstrates some international and European links. The School cited the ecotourism project and open lectures as examples of using research to benefit the community. **[SER p.40] [Chapter II Standard I.2, Chapter II Standard I.3]**

4.24 There is no financial support for travel or accommodation or conference fees in relation to staff research. **[M2; M7]** This limits the extent of financial support for research activity and the extent to which staff from Logos PHS can in practice interact with other organisations. The agreement with the University of Piraeus **[agreement - doc provided during visit; 3.2; 7.13]** largely focuses on mobility and exchanges but interaction is currently restricted to summer school activity in Tirana, **[M2]** which limits its value for mobility. **[M2]** There is no evidence of significant mobility for students. Discussions with a university in Greece to provide scholarships for master's students from Logos PHS to travel to Greece **[M5]** have not been concluded. Second-year students have asked about the possibility of an exchange to Piraeus in their third year during 2017-18 **[M3]** and are awaiting a response. There is no financial support for their mobility **[M7]** and no evidence that Logos PHS is accessing funding available through the Erasmus scheme to support student mobility. Despite the School's intentions, international mobility was listed as a **weakness** in the SWOT analysis in the SER **[SER]** and the review team agrees with this analysis. This finding

supports weakness and recommendation identified at paragraph 1.12. **[Chapter II Standard I.1, Chapter II Standard I.2, Chapter II Standard I.3, Chapter II Standard I.6]**

4.25 The review team was told that financial support is not provided for staff or student mobility and research conference travel because the student fees at Logos PHS are low; **[M2; M5]** however, the team heard evidence of the generosity of the Foundation in other respects to support the mission of the School. **[M2; M7; M8]** This supports both the weaknesses and recommendations identified at paragraph 1.12. **[Chapter II Standard I.1, Chapter II Standard I.2, Chapter II Standard I.3, Chapter II Standard I.6]**

4.26 The School plans research activities in consultation with heads of department and this includes organising conferences, archiving staff research work and planning the allocation of funding in priority areas of activity. **[SER p,38; 7.2; M2]** Although the Research Centre coordinates institutional research and identifies some priority areas, **[addn doc 3]** individual research is more significant and productive. **[M7] [Chapter II Standard I.4]**

4.27 Logos PHS has found it difficult to recruit highly qualified staff **[M2; 3.2]** and where they have appointed staff who do not hold a PhD they encourage them to obtain one. **[M2]** Full-time staff are given time from their teaching load to undertake a PhD **[SER p.19]** or attend a conference, while part-time staff have to make time around their teaching commitments. **[M7]** Improving academic staff qualifications remains a priority for Logos PHS. **[SER p.39]** There is some interaction with international organisations: in 2016-17 there were collaborations with two Albanian and two foreign institutions involving a total of 10 Logos PHS staff. **[GID]** However, the lack of financial support for staff research (see also paragraphs 4.24-4.25) may affect younger staff seeking to obtain qualifications and will reduce research activities. This finding supports the first weakness and recommendation identified at paragraph 1.12. **[Chapter II Standard I.5, Chapter II Standard I.6, Chapter II Standard I.8]**

4.28 The Scientific Research and Development Centre publishes a Logos PHS magazine in which staff can publicise their research, for example by submitting summaries of conference papers. **[7.10]** In 2015-16 24 staff published in journals. **[addn doc 9]** A total of 173 papers have been produced over the years, all in Albanian journals **[GID]**; increasing publications is a priority for Logos PHS. **[SER p.39]** One of the aims of the Centre for 2015-16 **[addn doc 3]** was to increase the publication of the Logos PHS magazine and publications such as monographs and teaching materials. **[Chapter II Standard I.7]**

4.29 A priority for research in the 2012-17 strategy was publishing books for students which would increase transfer of knowledge and research outcomes **[3.2]** but the SWOT analysis prepared by the School recognises this as an area which requires further development. **[SER]** There is no research in conjunction with the partners who provide student internships although employers consider that there might be scope for this **[M6]** and the review team was told that collaborative research is a development area. **[M7] [Chapter II Standard I.8]**

4.30 Staff at Logos PHS are committed to supporting students' learning and students are satisfied that they can obtain help and support with their studies when they need it. The programmes are clearly described and are Bologna compliant. Students have access to information about their studies and their programmes are aligned to local employment opportunities with significant elements of practical work. Part-time staff who are also employed in relevant workplaces bring that experience into their teaching. Students find staff supportive and helpful and the classes interactive. They have access to internships which give them an understanding of the world of employment, and employers are very positive about the knowledge they have acquired. However, the library provision is very limited, particularly in respect of electronic resources. Examinations are not marked anonymously.

The IQAU produces reports based on student surveys and the CCO collects data on graduate employment, but there is no systematic means for this to feed into programme improvement and the IQAU reports do not include an action plan. This means that there are weaknesses in the processes for the improvement of the quality of teaching and for development of the programmes. There is no opportunity for alumni or employers to provide feedback based on their experience to support programme development.

4.31 Research is coordinated by the Scientific Research and Development Centre but largely carried out by individuals with support from departments. Staff are supported to undertake PhDs; there are examples of research in association with other organisations and of engagement in projects with other institutions. However, this is limited and most of the activity is based in Tirana, with publications in Albania. There is no funding for staff research activity including travel to conferences and other mobility. The only active link is with the University of Piraeus which consists of a summer school in Tirana and the provision of some library books. Despite student requests, Erasmus funding is not accessed and there is currently no student mobility.

## Findings

### Good practice

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

### Weaknesses

The review team identified the following weaknesses:

- the limited supply of core books in Albanian, limited access to electronic library resources and students' limited use of the library (paragraphs 4.5, 4.4, and 5.5; **Chapter I Standard II.1, Chapter I Standard III.5**)
- that there is no system for anonymous marking of examinations (paragraph 4.15; **Chapter I Standard II.2**)
- the absence of a formal process for securing and monitoring quality improvement based on student survey data and graduate employment data and the lack of a process for employers and alumni to feed back into programme development (paragraphs 4.20, 4.18, and 4.19; (**Chapter I Standard II.3, Chapter I Standard II.4**).

### Recommendations

The review team identified the following recommendations:

- that Logos PHS implement a strategy to improve the library provision and secure consistent use of both hardcopy (particularly in the Albanian language) and electronic media within 9 months of receipt of the final report (paragraphs 4.5, 4.4 and 5.5; **Chapter I Standard II.1, Chapter I Standard III.5**)
- that Logos PHS should introduce anonymous marking of examinations with immediate effect on receipt of the final report (paragraph 4.15; **Chapter I Standard II.2**)
- that Logos PHS establish a process monitored by the IQAU for improving programmes in response to student survey data, employment data and feedback from employers and alumni, within 12 months of receipt of the final report (paragraphs 4.20, 4.18, and 4.19; **Chapter I Standard II.3, Chapter I Standard II.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 substantially met.**



## Evaluation Area 5: Students and their Support

5.1 Logos PHS has clearly defined the admissions criteria for students in the Statutes and in the internal regulations of the School **[3.1 p.15; 3.3 article 39; 3.4; 3.4; 3.2 p.19]** as well as being published on the School's website **[www.shlplogos.edu.al]** which students find helpful. It also runs media campaigns on TV alongside marketing through social media, and distributes basic information through leaflets and a student guide. **[site tour; addn doc student guide 2015-2016]** Logos PHS organises promotional meetings with high schools in the districts of Tirana, Berat, Ura Vajgurore, Lushnje, and elsewhere. Some students are accompanied by a family member when reviewing institutions and their programmes. **[M8]** Upon enrolment students are welcomed by departmental academic staff and given an introduction to their programmes. Students confirmed that the information they received prior to enrolment was accurate and their expectations were met. **[M3; M4]** The timetable is shown on noticeboards placed on each floor. **[site tour]** Second or third-year students may also serve as associates of newly-enrolled students to help them settle in and find their way round. On the first day of their studies, students register at the Secretary's office and sign their contract with the School **[site tour, 5.3.c]** according to a special schedule for enrolment. Students from the diaspora feel that they receive a good reception on the first day of their studies. **[M3]** The ratio of academic staff to students is less than 1:12. **[5-4c; 5-4d; 6-4; addn doc 1.1]** **[Chapter I Standard III.1]**

5.2 Logos PHS established a Career Counselling Office in 2014 and reorganised it in 2017. **[Senate decision no.3 dated 25 January 2017]** The CCO is responsible for informing prospective students about Logos PHS in high school meetings, **[M3; M4; M5; M7, M8]** through brochures and media campaigns **[12.2 p.2]** (see also paragraph 5.1). Logos PHS also engages lecturers as tutors to support new students. **[M7]** Departments have an important role in inducting new students into their programmes (see also paragraph 5.1). **[M7; M2]** In addition, the School uses its website and noticeboards in faculties and departments to provide students with the information they need week by week. Logos PHS has an effective information system for storing student personal information **[site tour]** and students have email addresses which are administered by the Secretariat. **[SER p.41-42]** Each department has its own archive. **[site tour]** **[Chapter I Standard III.2]**

5.3 Logos PHS has a framework for guiding and advising students, **[3.2; 3.3 article 29; 3.3 article 39; 12.2; 12.6; 3.4; 3.5; 3.9 p.3]** which includes a tutoring system. **[3.3]** Departments are responsible for the mentoring and tutoring process: a lecturer is chosen as tutor/adviser for each student from the relevant department and academic staff devote five hours a week to tutoring students. **[3.3 article 41]** The tutor follows their students' progress throughout their study period and act as a 'bridge' between the student and other academic staff or administrative units. **[M7]** Students complete their registration forms and submit them to their tutors for approval during the initial period of registration or renewal of registration in a subsequent year. Tutors also play a part in the acclimatisation of a student to the social life of Logos PHS. **[M7]** Other academic staff advise students in need and due to the low student-staff ratio staff are readily accessible. **[M3; M7]** Academic staff give extra help to students on topics that they find difficult and provide feedback on exam questions. **[M3]** This includes generic feedback to the class as a whole and individual help where needed. **[M3]** The School has a transfer procedure for students who wish to change their programme **[3.3; 3.3 article 75]** and maintains a record of transferred students. **[10.8; 6.10; 6.11]** The School also allows students to transfer between programmes at the same level. **[3.3 article 76]** **[Chapter I Standard III.3]**

5.4 The School has a scholarship policy. **[3.3 article 78]** with scholarships available for excellent students, students in need, and for students with disabilities. For the academic

year 2016-17, 17 scholarships were awarded to students in need, and 11 for student excellence. [<https://www.shlplogos.edu.al>; site tour; M3] The value of the excellence scholarship varies with the grade: 50 per cent fee remission for an average grade of 9.1-9.5; 80 per cent for an average of 9.6-9.8; and 100 per cent for an average of 9.8 to 10. [site tour] The Finance Office manages financial scholarships and processes them through a financial programme. The Logos Foundation has always supported social activities, [M8] but funds for students' social activities are scarce [M8] because fees are low (see also paragraph 5.7 below). [Chapter I Standard III.4]

5.5 Logos PHS provides textbooks in Albanian and foreign languages for both faculties in the main library. The library regulations set out clearly how students can access the library [3.11] and the librarian works with faculties and departments to ensure that book-stock is kept up-to-date. The library receives requests for books from the departments and the Academic Senate approves the list of books to be purchased. [M7; M8] Students frequent the library more during the exam period because of its quietness. The library is located on the ninth floor and has a capacity of 2,027 books. Of these 272 are in English, 15 in French, seven in German, five in Italian and 1,603 in the Greek language; the rest in Albanian. [site tour; M8] The School has given particular attention to Greek literature because it will serve the planned third faculty. The library does not have e-book resources although it is exploring agreements with two providers. There is no clear policy for the digitisation of the library and it prefers to continue to develop hardcopy resources. [M8] This finding supports the weakness and recommendation identified at paragraph 4.5. [Chapter I Standard III.5]

5.6 In addition to the formal tutoring process, daily contact with lecturers provides further opportunities to support and facilitate the progress of first-cycle students. Specific mentoring is provided for first-cycle students in year three to support them during their thesis selection and development and to advise on future employment opportunities. [addn doc 3 p.54, p.10] Similarly, students are provided with advice and guidance prior to and during professional practice or placement opportunities and are accompanied by a lecturer at their first meeting with a placement provider. The School also provides advice on future study opportunities for those who wish to progress to second-cycle programmes. [M4; M7; addn doc 3 p.9 ] [Chapter I Standard III.6]

5.7 Logos PHS encourages student participation in all the management and decision-making bodies. Students have a Student Council which selects members through a secret ballot. Students are represented in the Academic Senate, the Ethics Council, the IQAU and the Board of Administration, [M3; M4; M7; M8] and they complete questionnaires on their experience of their studies distributed by the IQAU. [addn doc 5-2-1; addn doc 5-2-2] The Student Council meets when there are issues to be discussed; [M3] they do not have a separate meeting room. Logos PHS supports student activity but does not provide funding. The student community is very active and has been effective in obtaining improvements to the equipment available to students [M3] but the review team regards the lack of financial support for Student Council activities as a **weakness** and therefore **recommends** that Logos PHS should provide financial support for Student Council activities within six months of receipt of the final report. [Chapter I Standard III.7]

5.8 Logos PHS pursues an effective and appropriate policy to ensure the quality of student life in terms of cultural and sports activities. Logos PHS does not provide accommodation for students but plans to do so when the new campus is built. [plans provided during visit; M8] The School provides a gym, supports a football team in which some staff play [M3] and puts on musical events; the CCO organised a student conference for the first time in 2017. As part of a campaign against cancer the School and students have supported blood donation for children with thalassemia disease. [M3; M4; M8] However, space for students' social activities is very limited and the Schools recognises the limited infrastructure for social and cultural activities. [SER SWOT analysis] The tenth floor is being

developed as a recreational facility for students **[site tour; M8]** but there is a risk that **Chapter 1 Standard III.8** is not met if this is not progressed and the review team therefore **affirms** the redevelopment of the space on the tenth floor to be used for social and cultural activities for the benefit of the students. **[Chapter I Standard III.8]**

5.9 The CCO is responsible for advising students on job applications, interviews, and on how to prepare a CV. **[12.2; 12.6 p.2]** For this, the CCO organises open workshops. It prepares institutional agreements with hospitals, clinics, health centres, financial companies, banks and state institutions to offer internships. **[M3; M7; M8; addn doc 3.02-3.024]** CCO board members **[addn doc.4-]** maintain relationships with partners and help students to organise their internships, and partners send the CCO information about jobs which might be suitable for Logos PHS graduates. **[SER p.44]** Part-time academic staff provide links to their professional workplaces which support students' understanding of the world of work. Employers who provide internships select the most motivated students as employees when they graduate **[M8; M6]** and Logos PHS itself has employed some of its best graduates. **[M7; M8]** The CCO collects statistical data on student employment **[7.a; 7.b; 12-6]** and has recently set up an alumni association to improve links between current students, graduates and the School. **[M8] [Chapter I Standard III.9]**

5.10 Logos PHS recruits first-year students through meetings with high school students in different regions of Albania, through media campaigns and the dissemination of information on websites and social networks. Logos PHS welcomes new students and provides them with information about their study programme. Older students support newcomers and the tutor system provides all students with a member of staff who can give them help and advice. This policy is proactive and supportive. The content of the programme, regulations for student assessment, and the process for diploma thesis preparation are well defined in the Regulations. The CCO is active in supporting students to gain employment and manages links with partners who provide internships and other professional practice activities which enhance students' employment opportunities. There is a new alumni association to share the experiences of graduates with current students and data on graduate employment is collected. There is wide representation of students in the decision-making bodies and the Student Council is effective in making students' concerns known, although meetings are convened as required rather than on a regular basis. Logos PHS supports the social activities of students, but there is no financial support for this and the infrastructure for social and cultural activities is still under development.

## Findings

### Good practice

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

### Weaknesses

The review team identified the following weakness:

- the lack of financial support for Student Council activities (paragraph 5.7; **Chapter I Standard III.7**).

### Recommendations

The review team identified the following recommendation:

- that Logos PHS should provide financial support for Student Council activities within six months of receipt of the final report (paragraph 5.7; **Chapter I Standard III.7**).

### Affirmation of action being taken

The review team affirms the following action already in progress:

- the redevelopment of the space on the tenth floor to be used for social and cultural activities for the benefit of the students (paragraph 5.8; **Chapter I Standard III.8**).

## Judgement

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

## Evidence list

<b>Doc 1.1</b>	Act of Foundation
<b>Doc 1.2</b>	Statute of Foundation
<b>Doc 1.3</b>	Act of Property of the OACA (Orthodox Autocephalous Church of Albania)
<b>Doc 1.4</b>	Contracts of Loan (1, 2,3)
<b>Doc 1.5</b>	Court Decision no. 284, date 26.06.2008
<b>Doc 1.6</b>	Court Decision no. 284/1, date 22.06.2011
<b>Doc 2.1</b>	Decision no 1055, date 29.07.2009 'On licensing of Logos PHS'
<b>Doc 2.2</b>	Order of MES, no 396, date 02.08.2010 'On licensing of three programmes of study'
<b>Doc 2.3</b>	Order of MES, no 1, date 06.01.2011 'On licensing of three programmes of study'
<b>Doc 2.4</b>	Order of the Minister, no 481, dated 03/10/2011, 'On allowing Logos PHS to conduct activity'
<b>Doc 2.5</b>	Order of MES no 282, date 04.07.2012 'On institutional accreditation and academic programs'
<b>Doc 2.6</b>	Order of MES no 335, date 16.08.2013 'On licensing two programs of the second cycle'
<b>Doc 2.7</b>	Order of MES no 342, date 17/09/2015 "On accreditation of two masters study programs'
<b>Doc 2.8</b>	Order no 606, date 22.12.2016, 'On fulfilment of accreditation requirements'
<b>Doc 2.9</b>	Decision of HECA, no 70/1 date 02.11.2015, 'On accreditation of programmes of study'
<b>Doc 2.10</b>	Order no 89, date 26.02.2016 'On changing the name of a study programme'
<b>Doc 2.11</b>	DCM No 540, date 06.08.2014 'On suspension of some private higher education institution activities'
<b>Doc 2.12</b>	DCM No 690, date 22.10.2014 'On removal of the suspension of Logos PHS'
<b>Doc 3.1</b>	Statute of Logos PHS
<b>Doc 3.2</b>	Strategic Plan for the Development of Logos PHS - priorities and goals for 2012-2017
<b>Doc 3.3</b>	General Regulations
<b>Doc 3.4</b>	Regulations of the Faculty of Economics
<b>Doc 3.5</b>	Regulations of the Bachelor of Finance and Accounting programme
<b>Doc 3.6</b>	Manual of Policies and Procedures of Logos PHS in implementing its mission and aims
<b>Doc 3.7</b>	Marketing Plan - market research for first cycle study programmes
<b>Doc 3.8</b>	Procedures for managing information
<b>Doc 3.9</b>	Regulations of the Registrar's Office
<b>Doc 3.10</b>	Regulations of the Finance Office
<b>Doc 3.11</b>	Regulations of Library and online collaboration with the Piraeus Library
<b>Doc 3.12</b>	Regulations of the Professional Masters programmes
<b>Doc 4.1</b>	Senate composition - decision
<b>Doc 4.2</b>	Rectorate composition - decision
<b>Doc 4.3</b>	Dean's Office composition - decision
<b>Doc 4.4</b>	Departmental composition - decision
<b>Doc 4.5</b>	Organizational structure of the institution (1,2)
<b>Doc 5.1</b>	Annual Report of the institution for 2013-2014
<b>Doc 5.2</b>	Improvement of practices in the Higher Technician in Medical Laboratories programme

<b>Doc 5.3</b>	Plans and study programmes for first cycle (Bachelors) programmes in: a) Finance and Accounting, b) Higher Technician in Medical Laboratories c) Supplementary documents
<b>Doc 5.4</b>	Plans and study programmes for second cycle (Professional Masters) programmes in: a) Finance and Accounting, b) Higher Technicians in Medical Laboratory c) Supplementary documents
<b>Doc 5.5</b>	Diploma template
<b>Doc 6.1</b>	Workload of academic staff, 2015-2016
<b>Doc 6.2</b>	Data on staff recruitment and leaving
<b>Doc 6.3</b>	Statistics on full-time staff and their qualifications
<b>Doc 6.4</b>	Statistics on part-time staff and their qualifications
<b>Doc 6.5</b>	Data on the qualifications of academic staff
<b>Doc 6.6</b>	Planning load of the Faculty of Economics for 2016-2017
<b>Doc 6.7</b>	Planning activities of academic staff for 2016-2017, Faculty of Economics
<b>Doc 6.8</b>	Teaching schedule for the Professional Masters programme
<b>Doc 6.9</b>	Transcripts of students' exams and results
<b>Doc 6.10</b>	Decision of Senate no 7, date 27.10.2014 'on approval of working group's assessment for student transfer, Faculty of Economics.'
<b>Doc 6.11</b>	Decision of Commission no 7/3, date 04.11.2014 'on unification and equivalence of study programmes (example, Faculty of Economics)'
<b>Doc 6.12</b>	Contract for full time employment
<b>Doc 6.13</b>	Contract for part-time employment
<b>Doc 6.14</b>	Recruitment Practices
<b>Doc 6.15</b>	Social life of the institution
<b>Doc 6.16</b>	Assessment of academic staff performance
<b>Doc 7.1</b>	Decision of Senate on the establishment of the Scientific Research Centre
<b>Doc 7.2</b>	Regulation of the Scientific Research Centre
<b>Doc 7.3</b>	Decision of Senate on the approval of regulations of the Scientific Research Centre
<b>Doc 7.4</b>	Scientific research programme for 2014-2015
<b>Doc 7.5</b>	Report of scientific research of Faculty of Economics, 2014-2015
<b>Doc 7.6</b>	Final report on scientific activities 2015-2016
<b>Doc 7.7</b>	Decision of Senate on guest lecturers
<b>Doc 7.8</b>	Papers given in open lectures
<b>Doc 7.9</b>	On expertise and academic staff collaborations
<b>Doc 7.10</b>	Logos scientific magazine No.1
<b>Doc 7.11</b>	Projects gained (no.1, no. 2)
<b>Doc 7.12</b>	International Scientific Conference on 17 March 2017
<b>Doc 8.1</b>	Decision of Senate no 12/2, date 16.11.2015, on the operation of the IQAU
<b>Doc 8.2</b>	Strategy on development and quality control
<b>Doc 8.3</b>	Evaluation methodology
<b>Doc 8.4</b>	Establishment of Faculty of Economics IQAU
<b>Doc 8.5</b>	Duties and responsibilities of the IQAU in the Faculty of Economics
<b>Doc 8.6</b>	Report of IQAU's activity in the Faculty of Economics in 2015-2016
<b>Doc 8.7</b>	Information from IQAU on questionnaire results for Bachelor's degrees, Faculty of Economics
<b>Doc 8.8</b>	Analysis of questionnaires for Professional Masters' programmes, Faculty of Economics
<b>Doc 8.9</b>	Information on IQAU monitoring register groups
<b>Doc 8.10</b>	IQAU information on monitoring thesis examination
<b>Doc 8.11</b>	IQAU information on students' results
<b>Doc 8.12</b>	IQAU information on developing the examination process

<b>Doc 9.1</b>	Decision of Senate on the establishment of the 'Council of Ethics'
<b>Doc 9.2</b>	Decision of Senate on the approval of the 'Code of Ethics'
<b>Doc 9.3</b>	Code of Ethics of Logos PHS
<b>Doc 9.4</b>	Report on implementation of the Code of Ethics
<b>Doc 10.1</b>	Decision of the Rectorate to approve study fees for the first cycle
<b>Doc 10.2</b>	Decision of the Rectorate to approve study fees for the second cycle
<b>Doc 10.3</b>	Decision of the Rectorate to grant students' scholarships for 2013-2014
<b>Doc 10.4</b>	Categories of students' scholarships for 2016-2017
<b>Doc 10.5</b>	Student statistics
<b>Doc 10.6</b>	Statistics of diplomas issued
<b>Doc 10.7</b>	Students from the Albanian regions
<b>Doc 10.8</b>	Transferred students
<b>Doc 10.9</b>	Register of student marks
<b>Doc 10.10</b>	Register of student data
<b>Doc 10.11</b>	Register of diplomas
<b>Doc 10.12</b>	Data on graduate employment
<b>Doc 10.13</b>	Request to Jumbo's company for students' employment
<b>Doc 10.14</b>	Students' contracts of service
<b>Doc 10.15</b>	Programme for student conference
<b>Doc 10.16</b>	Student guide
<b>Doc 10.17</b>	Leaflet
<b>Doc 11.1</b>	Internship programme for the BSc Business Management
<b>Doc 11.2</b>	Internship programme for the BSc Tourism Management
<b>Doc 11.3</b>	Internship programme for the BSc Accounting, Finance
<b>Doc 11.4</b>	Assessment of professional practice in first cycle programmes
<b>Doc 11.5</b>	Programme of teaching for the Professional Masters in Finance and Accounting
<b>Doc 11.6</b>	Evaluation of teaching practice for the Professional Masters programme
<b>Doc 11.7</b>	Data on internships - subjects and students
<b>Doc 11.8</b>	Agreements with businesses
<b>Doc 11.9</b>	Contracts of cooperation with IMB and certificate
<b>Doc 12.1</b>	Senate Decision no 5/1, date 08.09.2014, on establishment of the CCO
<b>Doc 12.2</b>	Regulation of CCO and Decision of Senate no 13/1, date 13.01.2015, on approval of the CCO Regulation
<b>Doc 12.3</b>	Information on senators' and excellent students, Faculty of Economics
<b>Doc 12.4</b>	Decision of the Dean's office 'On selecting tutors for student groups'
<b>Doc 12.5</b>	Relation on CCO activities for 2014-2015 academic years
<b>Doc 12.6</b>	Data on the employment of graduates
<b>Doc 12.7</b>	Organization of tours in secondary schools for advising prospective students
<b>Doc 12.8</b>	Sports and cultural activities
<b>Doc 12.9</b>	Certificates of graduates employed at Logos
<b>Doc 13.1</b>	Financial Statements for 2015
<b>Doc 13.2</b>	Report of the independent auditors on the 2015 financial statements
<b>Doc 13.3</b>	Analysis of costs and revenues for 2014
<b>Doc 13.4</b>	Confirmation of NBG, date 07.02.2017 'On the financial warranty of Logos'
<b>Doc 13.5</b>	Health Booklet for personnel (Example)
<b>Doc 13.6</b>	Inventory Statement
<b>Doc 14.1</b>	Technical form filling norms
<b>Doc 14.2</b>	Forms for protection against fire
<b>Doc 14.3</b>	Forms for the Hygiene Sanitary Permit
<b>Doc 14.4</b>	Report evaluating the infrastructure standards
<b>Doc 15.1</b>	Order of Minister no 350, date 16.11.2000 On the operating permit of the Spirit of Love' Institution

- Doc 15.2** Decision of Senate on opening a new faculty  
**Doc 15.3** Documents to MES on opening a new faculty

### **Additional documents requested**

- Add Doc 1** Student numbers  
**Add Doc 2a** Board of Administration  
**Add Doc 2b** Senate meeting minutes  
**Add Doc 2c** Scholarship award  
**Add Doc 3a** Annual report 2015-16 – delivery  
**Add Doc 3** Annual report 2015-16  
**Add Doc 4a** Strategic plan – declaration  
**Add Doc 4b** Senate decision  
**Add Doc 5.2.1** Improvements to medical laboratory technician programme  
**Add Doc 5.2.2** Changes to programmes  
**Add Doc 6a** Market research  
**Add Doc 6b** Labour market analysis  
**Add Doc 7a** Labour market analysis – medical laboratory technicians  
**Add Doc 7b** Student employment  
**Add Doc 8** Professional practice  
**Add Doc 9** Research report 2014-15  
**Add Doc 9** Research report 2015-16  
**Add Doc 11.4** Internship programme  
**Add Doc 11.5** Internship documentation (1)  
**Add Doc 11.6** Internship documentation (2)  
**Add Doc 11.7** Internship location  
**Add Doc 11a** Computerised accounting – 2014  
**Add Doc 11b** Computerised accounting - IMB  
**Add Doc 11c** Computerised accounting – 2016  
**Add Doc 11d** BMI agreement  
**Add Doc X1** Note: page 40 of SER  
**Add Doc X2** Note on market analysis  
**Add Doc X3** Student Guide

### **Documents provided during the visit**

- Doc V1** Plans for new campus  
**Doc V2** Hard copy of student guide  
**Doc V3** CCO data on graduate employment  
**Doc V4** Alumni association  
**Doc V5** Student survey feedback on lecturers  
**Doc V6** Agreement with the University of Piraeus

### **Meetings**

- M1** Meeting 1 Rector  
**M2** Meeting 2 Senior staff  
**M3** Meeting 3 First-cycle students  
**M4** Meeting 4 Second-cycle students  
**M5** Meeting 5 SER drafting team  
**M6** Meeting 6 Employers, partners and alumni  
**M7** Meeting 7 Academic staff  
**M8** Meeting 8 Support staff  
**M9** Meeting 9 Rector