



**AGJENCIA E SIGURIMIT TË CILËSISË NË
ARSIMIN E LARTË**

**Report of the Institutional Accreditation
of Albanian University**

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About this review

The overall aim of Institutional Review is to assess the extent to which Albanian University meets the Albanian State Quality Standards which came into force in 2011. Institutional Review is a peer review process with a review team composed of a mix of experienced international higher education reviewers and Albanian reviewers appointed by ASCAL. The review team is led by an experienced international higher education reviewer.

The resulting reports will serve not only for institutional accreditation based on the extent to which the Albanian University meets the standards, but will also inform stakeholders, Albanian government, the public and students of how the 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 ASCAL and Accreditation Board. 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, ASCAL has provided expert support to the review team by ensuring that the team supports the findings made in the report with evidence, and also by proofreading and summarising the full report for the summary below.

The context of this review

Albanian University is a private institution of higher education licensed in April 2004 by the Ministry of Education and Science, the Council of Ministers of the Republic of Albania. It currently operates from six sites in central Tirana. It enrolled its first students for the 2004-05 academic year, with the initial course of study in dentistry. In 2005-06, the University offered undergraduate degrees in pharmacy, architecture, legal sciences and political science. In 2006-07 the University built on this and at this point had 2,000 students enrolled on programmes studying Dentistry, Pharmacy, Architecture, Banking and Finance, Law, political Science, Psychology and Communication Sciences. In April 2007, in addition to the UFO Press, the University expanded its public voice through the

television channel 'UFO Education' (now UTV News), designed to be an educational channel. In 2008-09, the University offered new programmes in the second cycle of studies, supporting further specialisation of its students, closer links to the needs of the labour market and wider collaborations with some teaching being undertaken by foreign professors. 2011-12 saw the start of third cycle studies at the University. In 2012-13 the University further developed and offered a wider range of programmes of the second cycle, professional master's in the field of nursing and psychology, as well as the establishment of programmes of the third cycle for doctorates in the fields of law, economics, psychology, political science, pharmaceutical science and architecture.

Summary report

Albanian University is a private institution of higher education licensed in April 2004 by the Ministry of Education and Science, the Council of Ministers of the Republic of Albania. Albanian University is among the first private universities in the Republic of Albania and has been operating for more than a decade, currently organised into three faculties: the Faculty of Social Sciences, the Faculty of Medical Sciences and the Faculty of Applied Sciences and Economics. The University is based in Tirana and has six buildings located in the centre of Tirana and has plans for developing a new site close by.

The University offers 42 study programmes in three cycles of studies across its faculties and uses the European Credit Transfer System (ECTS). There are 16 programmes of study in the first cycle of studies, 22 second cycle and four third cycle. For academic year 2018 – 2019, there were 5,022 students enrolled. In bachelor programmes 2740 students in master programmes 2174 students and the third cycle of studies ("Doctoral Studies" and "Long Term Specialization Studies") 108 students.

This is the second Institutional Review of the University to assess the extent to which the Albanian State Quality Standards, which came into force in 2011, have been met. The report of the first review in April 2017 identified 5 features of good practice, made 4 recommendations for the University to consider addressing identified areas of weakness and affirmed one action already in progress.

[\[https://www.ascal.al/media/documents/rvj/IAL_3_58.pdf\]](https://www.ascal.al/media/documents/rvj/IAL_3_58.pdf)

The report recorded the following judgements for each Evaluation area:]

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

In April 2017 the reviewers recommended to the Accreditation Board that at the Albanian University State Quality Standards were **substantially met** and as a consequence the University was granted accreditation by the Board for a period of two years.

A Self-evaluation Report was developed by an internal Self-evaluation Working Group which included six individuals from across the University with an in-depth knowledge of the University including a student representative. The working group was established by the Academic Senate and the tasks were allocated between the members of the group. They were provided with internal documents, statutes and regulations of the University along with relevant statistical data and reports. The group also had access to the recommendations of the Accreditation Board following the review in 2017. Drafts were circulated to a wider audience within the University before being finalised. The Academic Senate authorised the release of the final report and for sending this to the Agency.

The review visit took place over two days on the 10 and 11 September 2019. The review team was made up of one senior higher education reviewer from the United Kingdom and one experienced higher education member of staff from an Albanian institution. The review team was supported by the Review Manager and a note-taker provided by the Albanian Quality Assurance Agency in Higher Education (ASCAL). The review team received the Self-evaluation Report and the portfolio of supporting evidence eight weeks in advance of the review visit, later supplemented by additional requested documentation before and during the visit.

The wide range of supporting information provided by the University enabled the team to familiarise themselves with the structure, policies, management procedures and nature of teaching and research activity undertaken. Evidence included the Statute and Regulations, internal reports, the annual report to the Ministry, admission and orientation procedures, list of external agreements and memoranda, examples of programme information and evidence of deliberative meetings.

The review team met with senior managers, students, lecturers, administrative and support staff, as well as alumni and external partners during the review visit. Discussion supported the clarification of procedures, responsibilities and findings. Notes were taken at all meetings. As part of a tour of learning resources the review team visited the Faculty of Applied and Economic Sciences, the Faculty of Medical Sciences and viewed, teaching areas, Dental laboratories and offices.

The review team are able to confirm that the weakness and resultant recommendation identified during the April 2017 review visit under Evaluation Area 2: Resourcing has been fully addressed. There has been some progress to address the weaknesses under Evaluation Area 4; Teaching, Learning, Assessment and Research but the review team have still identified weaknesses in the area of research.

The Standards for the Organisation and its Management are **fully met**. In reaching this judgement, the review team did not identify any features of good practice or weaknesses but did make two affirmations. These are concerned with the introduction of elections by academic staff for key posts in the University and the University's developing support for participation in international activities. The review team found that the University is managed efficiently in accordance with the Albanian law and the University's Statute and Regulations. The University has the appropriate committee structure which staff are able to participate in constructively and the University has developed many useful partnerships.

The Standards for Resourcing are **substantially met**. In reaching this judgement, the review team identified one feature of good practice, one weakness and associated recommendation and made two affirmations. The good practice is effective budget management by heads of department, deans and the Board of Administration which helps give the University financial stability. The weakness concerns the lack of ability of academic staff to speak and understand English which impacts on research and internationalisation of the curriculum. The review team therefore recommends that the University identify and implement methods of improving the ability of academic staff to speak and understand the English language.

The Standards for the Curriculum are **substantially met**. In reaching this judgement, the review team identified one feature of good practice, two weaknesses and associated recommendations and made one affirmation. The feature of good practice related to the professional practice mainly on bachelor's programmes and the weaknesses are concerned with programme development within institutional capacities and the low international profile of programmes resulting in low student mobility. The associated recommendations are to review the policy on programme development and improve the international profile, particularly of masters and doctoral programmes, to enable students and staff to be more research focused and be mobile internationally. The review team affirms the certification of the University by the National Center for Education in Continuity to provide lifelong learning for healthcare professionals which started in 2018-19.

The Standards for Teaching, Learning, Assessment and Research are **partly met**. In reaching this judgement, the review team identified four weaknesses and associated recommendations and made one affirmation. The weaknesses relate to the low international profile in scientific research and low international engagement in masters and doctoral programmes, weaknesses in the University research strategy, the relatively small budget for research and the poor evaluation of the research carried out and its impact. The associated recommendations are to have clearly defined research priorities with a focus on internationalisation, to develop a new research strategy identifying key priorities and having an action plan for development, to increase the associated research budget and develop a system for monitoring and evaluating the impact of research outputs. The review team affirms that the University has made progress in developing new projects and this should be continued.

The Standards for Students and their Support are **fully met**. In reaching this judgement, the review team identified one feature of good practice and made one affirmation. The good practice refers to the well organised student information procedure including guidance and counselling, and other tools such as TV and internet facilities. The review team affirms the progress made in monitoring the employment of graduates.

The University undertook the review in accordance with ASCAL guidelines. The review team acknowledge the University's level of engagement with the process and the cooperation provided to the review team throughout the visit phase. In particular, the review team commend the work of the Self-evaluation Group in providing a comprehensive evidence base and the Institutional Coordinator for the attention given to the review team throughout the visit. The review team consisted of Kevin Kendall (Lead Reviewer) and Niko Hyka (External Reviewer).

Summary of findings

Good practice

The review team identified the following feature of good practice:

- Effective budget management by Heads of Department, Deans and the Board of Administration which helps give the University financial stability. (*Chapter III, Standard V1.1, V1.2, V1.3*).
- The provision of professional practice in bachelor's programmes and the MSc. Stomatology. (*Chapter 1, Standard 1.12*).
- The University has a well-organized student information procedure including guidance and counselling, and other tools such as TV and internet facilities. (*Chapter 1, Standard III.2*).

Weaknesses

The review team identified the following weaknesses:

- The University does not recognise that the lack of ability of academic staff to speak and understand English impacts greatly on research and internationalisation of the curriculum. (*Chapter III, Standard 1V.1*).
- The application for new programmes or reorganisation (doctoral programmes) is not based on a wide analysis of the University, its capacities and the feedback of the previous evaluations, which could help the University to have a better approach for new programmes. (*Chapter 1 Standard 1.1, Standard 1.4*).
- Low international profile of programmes and low ratio of student mobility especially in master and doctoral programme. (*Chapter 1 Standard I.9, Standard 1.10*).
- The University has a low international cooperation profile related to scientific research and low international engagement in master's and doctoral programmes. (*Chapter 11 Standard 1.3, Standard 1.4*).
- The research activity is mainly based on individual initiative undertaken by a small part of the academic staff of the faculties rather than a well organised structured strategy. (*Chapter 11, Standard 1.1, Standard 1.3, Standard 1.4*).
- The University allocates a small percentage of the budget compared to its real income and positive financial stability. (*Chapter 11, Standard 1.4, Standard I.5*).
- University have a poor evaluation of its research and scientific impact, output and progress. (*Chapter 11 Standard 1.6, Standard 1.8*).

Recommendations

The review team made the following recommendations:

- Identify and implement methods of improving the ability of academic staff to speak and understand the English language. (*Chapter III, Standard 1V.1*).
- The institution should pursue a clear policy to ensure coherence in study programmes and undertake an overall evaluation of the qualitative and quantitative indicators regarding the real capacities available. (*Chapter 1 Standard 1.1, Standard 1.4*).
- University should improve the international profile of master and doctoral programmes and stimulate academic staff and student mobility and the students

should be more involved in research and mobility internationally. (*Chapter 1 Standard I.9, Standard 1.10*).

- The scientific research priorities should be clearly defined with focus internationalisation, innovations and research projects. (*Chapter 11 Standard 1.3, Standard 1.4*).
- University should develop a new research strategy based on key development pillars and associated with a short-term and long-term action plans to build up the scientific research at the University level. (*Chapter 11, Standard 1.1, Standard 1.3, Standard 1.4*).
- The University should increase the budget for research not only to support staff participation in conferences and publications but to invest in research projects that are part of the research strategy. (*Chapter 11, Standard 1.4, Standard I.5*).
- The university should establish a monitoring system at University level responsible for implementation of the research strategy, evaluation of scientific research and monitoring the progress of scientific research and outcomes. (*Chapter 11 Standard 1.6, Standard 1.8*).

Affirmation of action being taken

The review team noted affirmation of the following action being taken:

- The elections by academic staff for the posts of Heads of Department, Deans and members of the Academic Senate. (*Chapter III, Standard 1.2*).
- The University's developing support for its academic staff and students to participate in international activities. (*Chapter III, Standard III.4*).
- The progress made in addressing the high rate of academic staff turnover. (*Chapter III, Standard IV.1*).
- The University's plans for improving disabled access to its infrastructure. (*Chapter III, Standard V.1*).
- Albanian University is certified by the National Center for Education in Continuity to provide life-long learning for healthcare professionals", starting from 2018-2019. (*Chapter 1 Standard 1.2*).
- The University has made progress in developing new projects which should be continued. (*Chapter 11, Standard 1.3*).
- Progress in monitoring the employment of graduates. (*Chapter 1, Standard III.9*).

Summary of judgements for each Evaluation Area

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

Summary Judgement

The reviewers recommend to the Accreditation Board that at the Albanian University the State Quality Standards are **substantially met**.

Detailed report

Evaluation Area 1: The Organisation and its Management

1.1 The University has a Statute [1.1] which has been drafted in accordance with the legislation has been approved by the Senate [1.2] and the Ministry of Education and Science [1.3]. The Statute is also written in accordance with the University's mission and basic principles which it uses to accomplish its mission [1.19]. The University has appropriate regulations that cover all aspects of its activity, for example the Institutional Regulation [1.4], the Senate Regulation [1.6], the Rectorates Regulation [1.7], the Board of Administration Regulation [1.8] and the Internal Quality Assurance Regulation [1.9]. The University also adjusts and improves its stature and its regulations continuously [1.5]. There is a clear separation of activity of management bodies and authorities, administrative and academic staff. (*Chapter III, Standard 1.1*).

1.2 The Rectorate is responsible for the Institutional Development Strategy [1.19] which it compiles following proposals which come from the Departments and Faculties [M2, M6, M10]. The General Administrator drafts the annual budget and three-year plan of the University, based on proposals from the Departments and Faculties [M6, M7, M10], for approval at the Senate. The Board of Administration ensures the fulfilment of the University mission and oversees its financial and administrative management effectively [1.4, 1.6, 1.8, 1.19, M2, M6, M10]. The University is efficiently managed, with a clear organisational structure [1.26] which all staff support and work effectively within using clear lines of reporting [M6, M7, M10, M12]. The internal management bodies are the Academic Senate, the Administrative Board, the Rectorate, the Board of Ethics, the professor Council, the Faculty Councils and the Department Councils. The University senior management roles include the Rector, Deputy Rectors, the head of the Board of Administration, the General Administrator, the Deans and Heads of Department [M10, M12]. There are currently 3 Faculties and 10 Departments, the Faculties are Social Sciences, Medical Sciences and Applied and Economic Sciences [<https://albanianuniversity.edu.al/en/home/>]. This structure enables the delivery of Bachelor, Masters and Doctoral/Long term specialisation programmes. (*Chapter III, Standard 1.2*).

1.3 Recruitment of academic staff follows the code of labour and the law on higher education with two recruitment cycles per year based on the two-semester method of delivery of programmes [M2]. This is a competitive procedure following advertising on the University website [www.albanianuniversity.edu.al]. Teaching staff are recruited according to the changing subject mix and market demands [1.30, M6]. Teaching staff state that they are happy with their contracts of employment and the opportunities for training, development and progression [M6]. According to the Statute [1.1], the Academic Senate is the highest academic body in the University and its members are chosen by the Faculties and representatives of the Student Council. The Deans are head of the faculties and their appointment is recommended by the Rector and they are elected by the Academic Senate. The Heads of Department are recommended by the Deans and appointed by the Rector. There have been some changes in the method of appointments for these posts from this academic year. Heads of Department

apply for the post and are interviewed by a Panel which includes the Rector, Dean and Human Resources Manager. Senate appointments used to be automatic for Deans and Head of Department but now it is by election by the academic staff [1.1, article 19], [M10, M12]. **The review team affirms the move towards elections by academic staff for the posts of Heads of Department, Deans and members of the academic senate.** (*Chapter III, Standard 1.2*).

1.4 The University is organised in such a way as to encourage constructive debate according to its Statute [1.1]. The Rectorate is the executive body chaired by the Rector and holds meetings once a month. The Rectorate makes decisions by a majority vote where at least 50% of the members must be present to be quorate [1.6]. The Academic Senate is the highest academic body in the University and meets three times per semester [1.1]. Papers are sent out to members in advance [1.7] and decisions are made by a majority vote where 50% of the membership must be present. Decisions are then sent to the Departments for implementation [1.7, M10]. The Board of Administration meets at least once per month and follows the relevant regulation [1.8]. Teaching staff met by the review team confirm that the University structures work well [M6]. (*Chapter III, Standard 1.3*).

1.5 The University has fostered a culture of continuous improvement through the establishment of the Internal Quality Assurance Unit which operates according to the relevant regulation [1.9, 1.11, M11]. The Senate has also established the Institutional Assessment Committee [1.10] and Quality Assurance Groups at Department level [1.12a, 1.12b] to support this work. At department level these groups are concerned with reviewing syllabuses, evaluating programmes, teaching, learning, assessment and research [1.12a, 1.12b, M6]. The University does from time to time employ external consultants to assist its proper functioning, currently it is engaging with legal consultants and a consultant for foreign affairs [1.13a, 1.13b, 1.13c, 1.13d]. (*Chapter III, Standard 1.4*).

1.6 The University is organised in a way that it is able to benefit from funding from European programmes and has had some successes [1.14, 1.16, 1.17, 1.18], the most notable being the Hyposense Project [1.15]. The University is a partner in the Hyposense Project through the Dean of the Faculty of Medical Sciences, and it is a phototonic system for the detection of breast cancer spread to the lymph nodes. Unfortunately, this comes to an end in October 2019 [M10]. (*Chapter III, Standard 1.4*).

1.7 Strategic development is based on the Strategic Plan for 2017-22 [1.19] which was approved by the Academic Senate [1.20]. The Strategy is consistent with the stated mission and goals of the University [M2] and is understood by the staff met by the review team [M6, M7, M10, M12]. The strategy is implemented by staff through an action plan with appropriate objectives [1.21] which staff at all levels in the University are aware of [M6, M7, M10, M12]. (*Chapter III, Standard 1.5*).

1.8 At the end of each academic year the University compiles an Annual Report [1.22] in accordance with the guidelines from the Ministry of Education and Sports [1.23]. This report gathers evidence from department level upwards and is approved at a joint meeting between the Academic Senate and the Board of Administration [1.24]. It is also published on the

University website [<https://albanianuniversity.edu.al/en/category/university/>] and sent to the Ministry [1.25]. The Report is a comprehensive factual record of the work of the University but does not contain any evaluation or indeed any response from the Ministry on its content. (*Chapter III, Standard 1.6*).

1.9 The University has appropriate structures to accomplish its mission and purpose. It conducts its activity with respect to the principle of institutional autonomy and academic freedom as expressed in the Statute [1.1]. It is structured into three Faculties and ten Departments as defined in the Statute and offers study programmes in all three study cycles; Bachelor, Master and Doctoral [1.27, M3, M4, M5]. However, the University is still awaiting the outcome of an application to the Ministry of Education and Sport to accredit their third cycle programmes. The third cycle students met by the review team were mainly employed at the University and were aware of the current lack of accreditation [M5]. Each department is composed of at least seven effective members and at least three have degrees and titles [1.28]. The University has an official website [<https://albanianuniversity.edu.al>] which has details of the history, university structure, important documents, mission and values, research and study programmes offered by the University. It is also available in both the Albanian and English language. (*Chapter III, Standard 11.1*).

1.10 Appropriate Boards exist and are operational at every level in the University and staff are able to give their opinions and make proposals [M6, M7, M10, M11, M12, M13]. Decisions are made according to the Statute and Regulations and these are sent to management to be acted on. Academic staff are involved in internal debate under institutional procedures prescribed by statute [1.1]. (*Chapter III, Standard 11.3*).

1.11 A study on the labour market is carried out for each study programme by ad hoc groups at department level, which also have employer representation [1.30, 1.31]. Despite a lack of market research at national level, the University has had some success in 2018-19 with the development of new Professional Masters programmes in Interior Design, Energy Systems and Manual Therapy [1.32]. They are also waiting for approval of programmes across all three study cycles for the 2019-20 academic year [1.33]. The Careers Office at the University endeavours to keep in touch with all its graduates and monitors their employment which is written into the Annual Report [M7, 1.22]. The University has a clear place in the private higher education market in Albania, publishes programme details and tuition fees on its website [<https://albanianuniversity.edu.al>] and respects competition rules. (*Chapter III, Standard III.1*).

1.12 Albanian University has a comprehensive Partnership and Communication Strategy [1.36] which demonstrates a commitment to pursuing partnerships at a regional, national and international level. This sets out the University priorities and has resulted in a number of cooperation agreements with national and international higher education institutions [1.37, M2, M10, M12]. There are also approximately 20 cooperation memorandums on students' internships [R.2.f] which demonstrates cooperation with other supporting institutions on professional practice, which is a requirement of many study programmes. (*Chapter III, Standard III.2 and III.3*).

1.13 **The review team affirms the University's developing support for its academic staff and students to participate in international activities**, for example conferences and symposiums [M4, M5, M6, M11, M12]. In 2017-18 only eight members of academic staff and four students benefited from mobility projects [R.1.e, R.2.e] and in 2018-19 only five members of academic staff and three students benefited, so this still has to be further developed. In the meetings with the review team, only one student and three academic staff had visited a foreign university on behalf of the University. All staff at the University recognise that although the University has a policy of international mobility, participation is still at a low level [M6, M11, M12]. Currently 29 students from outside of Albania attend programmes at the University [1.38] but this is restricted somewhat as all the teaching is delivered in the Albanian language [M4, M6]. There were seven invited academic staff, mainly from Italy, who helped with teaching mainly third cycle programmes [M5, 1.39]. (*Chapter III, Standard III.4*).

Findings

Good practice

The review team did not identify any good practice.

Weaknesses

The review team did not identify any weaknesses.

Recommendations

The review team did not make any recommendations.

Affirmation of action being taken

The review team affirms the following actions already in progress:

- The elections by academic staff for the posts of Heads of Department, Deans and members of the Academic Senate. (*Chapter III, Standard 1.2*).
- The University's developing support for its academic staff and students to participate in international activities. (*Chapter III, Standard III.4*).

Judgement

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

Evaluation Area 2: Resourcing

2.1 The organisation chart of the University [1.26] is available on the University's website [<https://albanianuniversity.edu.al/sq/struktura-institucionale/>]. Staff recruitment is in accordance with the law on higher education in Albania, code of labour as well as the University Statute [1.1, M2]. According to the General Regulation of the University [1.4], the needs of each department are proposed for the forthcoming semester and if approved the vacancies are advertised on the University website by the Human Resources Office [<https://albanianuniversity.edu.al/sq/vend-vakant-personel-akademik-me-kohe-te-plote/>]. Staff who met the review team are aware of this and stated that it is a competitive process comprising an application and an interview according to a set procedure [R.1.a, 2.1, M6, M7, M10]. The University has a policy of employing its own graduates and over sixty of its staff are former students [2.2], some staff are also studying doctoral programmes at the University [M5]. (*Chapter III, Standard 1V.1*)

- The University has a full complement of academic staff to teach all the programmes that it delivers [1.28]. They are issued with a contract and are paid according to the number of hours that they teach [2.a, R.1.c,]. Further details in relation to staff contracts are outlined in the University Statute [1.1], these include giving an indefinite period of employment [R.1.c, on the contract and a clause which includes financing for conferences. Staff who met the review team state that they are paid a basic salary plus hours spent teaching [M6, 2a]. They also state that although there had been some contractual issues in the past which may have increased the rate of staff turnover, the current contracts have been amended and are now satisfactory [M6]. The University's own statistics show an improvement in staff sustainability [R.1.f]. The review team **affirm the progress made in addressing the high rate of academic staff turnover**. The University states that recruiting qualified staff from abroad is a priority and they currently have 88 academic staff who graduated at foreign universities [2.4]. However, the teaching staff who met the review team were generally unable to conduct the meeting in English **and the University does not recognise that the lack of ability of academic staff to speak and understand English impacts greatly on research and internationalisation of the curriculum**. The team therefore **recommends that the University should identify and implement methods of improving the ability of academic staff to speak and understand the English language**. In conclusion however, it can be said that the University pursues an open policy of human resources employment and recruitment. (*Chapter III, Standard 1V.1*).

2.2 Teaching staff state that they are engaged in training provided by the University and this includes, for example, teaching methodology, attendance at conferences, collaboration activities with other universities and publications [M6]. The University has a programme of training for both academic and administrative staff [2.5, 2.6a, 2.6b, R.2a]. This training is consistent with the objectives in the University Development Strategy [1.19]. All staff are involved with providing information for applicants on Open Days and they use leaflets, presentations and social networks to inform applicants about the study programmes [2.7 a-H]. The University also organises extracurricular activities [2.8a-b] which enables staff to engage in the social life of the University. (*Chapter III, Standard 1V.2*).

2.3 The University encourages academic staff to further their qualifications, attend national and international conferences [M6, 2.9a-e] and publish in journals [M6, 2.11]. They also provide financial support for conferences [M6, M7, 2.10a-b] and for publication through the University publishing house [M6, 2.12]. Academic staff are assessed at the end of each academic year [2.13]. This is a performance review by the Head of Department and covers participation in scientific conferences, publications, training attended, administration, teaching and relationship with students [2.13]. Students state that they complete an evaluation on their teachers twice per academic year [M4, M6]. The University has some cooperation agreements with Universities in Italy [2.14a-c] and also supports staff mobility [1.39, R.1.e] but a minority of staff have so far participated in these. There are however a number of Italian teachers working at the University [1.28, 1.39, 2.4] and some foreign professors are on the Steering Board of the OPTIME journal [2.15]. (*Chapter III, Standard 1V.3*).

2.4 Social activities have been provided for students in cooperation with the Albanian Red Cross and University Clinic to help orphaned children and abused women [2.16a-b]. The University views its cooperation agreements, particularly with foreign universities, as a tool for mutual recognition of cultures and the development and dissemination of scientific knowledge [R.2.c] and this should be encouraged further. Employment contracts [R.1.c] are written in accordance with the law 'On social insurances in the Republic of Albania' and employees benefit from this legislation. (*Chapter III, Standard 1V.4*).

2.5 The Human Resources Department is responsible for the administration of staff files and they keep all documents in accordance with legislation and the University Statute. These documents include, for example, curriculum vitae, certificates, degrees, the employment card and medical certificates [2.17]. The Human Resources Department is also heavily involved with staff contracts and recent changes to them [M7]. (*Chapter III, Standard 1V.2*).

2.6 The University budget is drafted on a 3-year basis in accordance with the law on higher education in Albania [2.18]. The budget is discussed in the Senate, drafted by the Rectorate and approved by the Board of Administration [1.1]. The initial budget is drafted at department level, consolidated at faculty level and then sent to the General Administrator who formulates the University budget for discussion at the Senate and approval at the Board of Administration. [M6, M7]. The department budget is based on the department plan which follows the University's Development Strategy [M10]. Following approval of the budget [2.19] at the Board of Administration, the devolved budgets are sent back to the heads of department for implementation [M10]. Performance against budget is discussed at the Senate and the Board of Administration and financial reports are audited each year. **Effective budget management by Heads of Department, Deans and the Board of Administration which helps give the University financial stability** is a feature of good practice at the University. (*Chapter III, Standard V1.1, V1.2, V1.3*).

2.7 The University has an effective intranet with a password protected Wi-Fi system. Students have an account [<http://on.albanianuniversity.edu.al/login>] on an on-line information system through the internet which enables them to access personal information including their grades for assessments [M3, M4, M5, M6]. They can also access information such as libraries,

laboratories and electronic archives. The website is an important source of information [https://albanianuniversity.edu.al] for staff and students and contains, for example, details of study programmes, the annual academic calendar, teaching timetables, examination timetables and details about the University's regulation and operation [2.20]. The University also has a presence on Facebook and Instagram. Students state that teachers use a range of electronic means to make resources available to students, including personal emails and software packages such as Microsoft 365 [M3, M4, M5] and the review team believe that there would be a benefit to learning if the University streamlined their systems to enable a consistent approach to the delivery of learning. Teaching rooms, laboratories, computer rooms and libraries are equipped with appropriate information technology, for example, Wi-Fi, computer stations, projectors and relevant software [Tour]. (Chapter III, Standard V11.1, V11.2).

2.8 A record is kept of the University's real estate, leases, building layouts and infrastructure capacities [2.21 a-f]. It comprises six buildings in the centre of Tirana and has plans for the construction of new buildings which are due to be approved by the town planning authority in Tirana [SER]. The University has a plan for its assets which are reflected in the annual budget [2.18] and uses appropriate expertise from external expertise to realise that plan [SER]. (Chapter III, Standard V11.3).

2.9 The Archives and Protocol Office at the University operates in accordance with the law as well as the protocol Archive Regulation [2.23]. This provides storage, maintenance and development of its academic, cultural and scientific heritage. In addition to this the University keeps electronic and hard copies of information through the TV channel owned by the University, plus leaflets, books and other publications produced by the University and its staff and students [SER]. (Chapter III, Standard V11.4).

2.10 The infrastructure of the University provides suitable accommodation for the daily administrative and academic operation of the University. This includes offices, social areas, teaching rooms, laboratories, computer rooms libraries and sports venues. It also provides a logistics administrative structure to carry out the functions of common interest [SER, M3, M4, M5, M6, Tour]. (Chapter III, Standard V11.5, V11.6).

2.11 The University operates through six buildings, in the centre of Tirana, not near any industrial zones, which are used for teaching and scientific research activities, and their administration. These are contemporary buildings in full compliance with sanitation requirements [Tour, SER, M3, M4, M5, M6]. The buildings provide a pleasant learning environment but are subject to some noise from outside [Tour]. Disabled access is not very good [Tour] but the review team **affirms the University's plans for improving disabled access to its infrastructure**. Spaces provided in buildings for academic and scientific activity, relevant to the programmes offered, meet or exceed requirements [2.22e]. The University also has a cooperation agreement with the Albanian College in Tirana for students to use their sports facilities [2.26]. The University has a generator in case of power cuts but was not operational at the time of the review visit [Tour]. (Chapter III, Standard V.1).

2.12 The University has the ability to collect and store statistics, such as registration [2.27], attendance and achievement of students and is able to maintain documentation, including details of study programmes in both electronic and hard copy formats. All processes are confidential, if appropriate, and are in accordance with legislation for the protection of personal data. Information and registration of new students is carried out by the Office for Transfer and Equivalence of Studies as well as the secretaries' offices [SER]. The detailed transfer criteria and procedures are provided in the General Regulation of the University and the General Administrator is responsible for processing and providing statistics according to the requirements of the University and the Ministry of Education and Sport [SER, M7, M12]. (*Chapter III, Standard V.2*).

Findings

Good practice

The review team identified the following feature of good practice:

- Effective budget management by Heads of Department, Deans and the Board of Administration which helps give the University financial stability. (*Chapter III, Standard V1.1, V1.2, V1.3*).

Weaknesses

The review team identified the following weakness:

- The University does not recognise that the lack of ability of academic staff to speak and understand English impacts greatly on research and internationalisation of the curriculum. (*Chapter III, Standard 1V.1*).

Recommendations

The review team identified the following recommendation:

- Identify and implement methods of improving the ability of academic staff to speak and understand the English language. (*Chapter III, Standard 1V.1*).

Affirmation of action being taken

The review team affirmed the following actions in progress:

- The progress made in addressing the high rate of academic staff turnover. (*Chapter III, Standard 1V.1*).
- The University's plans for improving disabled access to its infrastructure. (*Chapter III, Standard V.1*).

Judgement

The standards for Resourcing are substantially met.

Evaluation Area 3: - The Curriculum

3.1. The university offers study programs in accordance with Albanian legislation in higher education and its mission. Currently, the institution provides 42 active programs [additional.ev.6, SER p27], [ASD no.40, 28.09.2018], including bachelor, master and doctoral programs. The study programmes are organised at faculty or department level [1.26] and in accordance with Higher Education Law 80/2015 and other bylaws. The University reflects the obligation of the legal basis related to the curriculum organisation [3.7 & 3.9]. The University reorganised and updated in 2018 and the process is presented in the Review Report of study programmes [3.7]. The Review team did not identify any analysis of the academic and logistical capacities that would support the successful improvement and implementation of the programmes. An example of the lack analyses [7.1] is the application for reorganisation of doctoral study programs by the Ministry of Education [SER 14]. The Review team finds that **the application for new programmes or reorganisation (doctoral programmes) is not based on a wide analysis of the institution, its capacities and the feedback of the previous evaluations, which could help the University to have a better approach for new programs**, The team therefore recommends that **the University should pursue a clear policy to ensure coherence in study programmes and undertake an overall evaluation of the qualitative and quantitative indicators regarding the real capacities available.** (*Chapter 1, Standard 1.1, Standard I.4*).

3.2 Study programs are organized in such a way to harmonize all their components and have been approved by the Ministry of Education and Sport and Youth [R2.b,1.32 a, b, c]. The University has a clearly defined policy for students' admission in accordance with study programmes and ministry legal acts. Methods used to test students' skills are reviewed and classified by the institution collegial bodies [3.3, a, b]. [M3, M7]. The public information structure and the methods used by the University are well organised. The University provides various opportunities for public information including the official website, which is available in both Albanian and English, UTV, social media, telephone etc [1.27], [SER p27]. The University continually collaborates with secondary education institutions to promote its study programmes [3.4], [2.26]. Institutional regulatory acts provide for criteria that test students on admission but from meetings with students the evaluation team did not identify any cases where students passed through these selection filters [M3, M4]. (*Chapter 1, Standard 1.1*).

3.3 All study programmes offered by the University are full-time only [3.1]. Review team did not identify examples of students' knowledge acquisition and training practices at the beginning and during the studies, however, the University specified in its documents [4.2, E10] and that students stated that they found support if they needed help [M3, M4]. **Albanian University is certified by the National Center for Education in Continuity to provide life-long learning for healthcare professionals”, starting from 2018-2019 and review team identify this an affirmation** [SER p28, 3.6]. This is an opportunity that will help the University further develop continuing education through workshops, seminars and other activities for health service professionals. The University holds records for undergraduate students [3.10] and has

mechanisms for their involvement in evaluating the knowledge gained during studies and providing feedback on various topics [1.9, M3, M4]. Due to legal basis, there is a lack of opportunity for the student to study part time. (*Chapter 1, Standard 1.2*).

3.4. Programmes are organized in accordance with the Development Strategy [1.19]. In the 2017-2022 strategy [1.19, p.7-16], the University has envisioned continuous improvements and consolidation of the curriculum in compliance with the training objectives whichever is finalized in the academic year 2018 – 2019 [3.7]. In the SER, HEI explains the fulfilment of the obligations from the decision 41/2018. Syllabuses for individual courses are developed according to a standard template [3.10] that lists learning outcomes, topics to be covered, teaching methodology and assessment methods to be used, along with recommended readings of studies. Based on the analysis of the “*Review Report of Study Programs*” [3.7] and meeting with representatives of the departments and curriculum offices [M7]. **The team identify a lack of information on the updates coming from studies on new developments in science, technology and labour market needs. There are only two case studies of the labour market study** [4.1.c], [1.30], [1.31] but not a genuine study at the institutional level as defined in the development strategy, including the doctoral programs analyse [4.1], [1.19, p11]. **The review team didn't identify any progress in the opening of Foreign Language Study Programs as described in the institution's strategy.** [Chapter 1, Standard 1.3].

3.5. The Development Strategy [1.19] commits to meet the demand within Albania for an institution that prepares students for a globalized world. The institution has in place a special office for curriculum management [1.26]. **A clear policy on how to ensure coherence in the study programmes offered, is missing and we suggest that the university should design its policy in the context of national policies and development** (*Standard 1.4*). The programmes are comprehensive and some of them include lecture hours provided by the host foreign speakers invited by the departments [2.8 a, b]. **Programs do not yet have the multidisciplinary nature to be offered as joint degrees but are issued by the institution itself** (*Standard 1.4*). Proposals for new study programs are initiated at department level and developed in conjunction with the Curriculum Development Office [M10]. Proposals are then sent to the relevant faculty for approval and are given final approval by the Academic Senate [1.1]. Reorganization and updating are initiated at the departmental level, normally at each academic year, and approved by the faculty. Academic staff are also responsible for individual courses/subjects to keep regular updates on current reading and topics [M6]. (*Chapter 1, Standard 1.4*).

3.6 Teaching loads are set out in detail for each staff category and provide conversion tables for different types of activity. Distribution of teaching hours are conducted in line with departmental needs, based on the legal framework, taking into account the type of academic staff involved (part time/full time) [1.18], qualification and teaching experience [3.12]. From the previous accreditation, the evaluation team identified an increase in staff sustainability following measures taken by the institution [R.1.f] where the most important is revising employment contracts and setting them indefinitely [M2]. On the other hand, the annual teaching load is set out in the academic staff contracts, which means that the contracts are signed each year (at

least teaching hours) [M6]. These findings not in accordance with the higher education law. Also, the information submitted in the SER is insufficient [SER p29]. Study programmes are organized in such a way as to provide academic staff with effective harmonization, teaching, research and administrative commitments [R.1.c]. Each academic staff member is evaluated by the department and in addition there is a teaching observation system [M6, M3, M4]. Each semester the department uses a standard form to collect research output and teaching information [2.13]. The results of the evaluation become part of the personnel file [M7]. (*Chapter 1, Standard 1.5*).

3.7 The content of study programmes, for example curricula and syllabi, are available to students and accessed by them easily in departments [4.2]. Admissions requirements, including details of educational objectives, credit loads and other relevant information are described in the regulations and syllabi for each individual study programme [3.14, 3.15]. Short information about programmes, including policies and regulations on academic integrity, are published on the website [2.20]. Each student may request additional information from departments or secretaries [1.4]. Students are informed about programmes by lecturers during the initial weeks of their courses [SER, pg29]. (*Chapter 1, Standard 1.6*).

3.8 Bachelor programmes are intended to provide to students with the basic knowledge and concepts, analytical, creative, decision-making skills, based on general scientific methods [3.15]. All bachelor programs are organized at least with 180 ECTS. At the end of the first cycle of studies, student receives a "Bachelor" degree [3.19.a]. The bachelor programmes are developed within a framework that identifies different types of skills that students require, including basic knowledge, general scientific methods and principles and knowledge relevant to the specific area of study. The framework is clearly set out in the programme regulations for each program [1.1, 1.4]. These programmes ensure successful completion of the first cycle and admission to the second cycle or to the labour market. Students are informed and guided about the possibility of transferring [2.28] their studies to similar programmes in accordance with the legal acts of the Ministry of Education. (*Chapter 1, Standard 1.7*).

3.9 The University encourages students to participate more actively in university life and activities [5.2]. The university supports them to enhance their professional skills during the entire life by information on opportunities, trainings, internships and scholarships [3.16]. Student support is achieved through the department's offices, the Coordination and Support Office and the Career and Alumni Office [SER p30, M3, M4]. These offices work in collaboration with the Student Council, to enable students to obtain appropriate advice and support. The Career and Alumni Office develops relationships between students, academic and administrative staff with the labour market [3.17]. Academic staff use different teaching methods [3.9] and are responsible for improving and developing further depending on students' interests. The University does not offer distance learning or e-learning [4.19, M3]. **The University has made progress in recruiting new academic staff but low progress in the demonstration of strong background in scientific research.** The University states that it offers at least 70% of full-time teaching hours to full-time academic staff [SER, p31] (*Chapter 1, Standard 1.8*).

3.10 Second cycle study programmes (Master programmes) aim to expand knowledge, fully, deepen practical competencies in the realization of scientific research priorities [1.4]. Professional Masters are organized by 60 ECTS and are designed to equip students with practical skills for employment [E.2.a]. Master of Science are organized with 120 ECTS and 300 ECTS (integrated diplomas) with strong research profiles [3.14]. Master of Science programs aim to support university research policies. All second cycle study programmes including professional practice supported by agreements with other institutions such as state and private institutions, hospital centres, businesses and research institutions [5], [M3, M4]. Professional Practice and thesis of students are conducted in collaboration with partners Review team identified examples of good practices involving partner institutions and associates in diploma and project topics such as digitalisation of state archive [1.16] and parliament of Albania project [1.17]. The University states that 70% of teaching activity in all Second Cycle programs is conducted by full-time academic staff but not referred to in the SER [SER p32]. Review team identify that **the majority of academic staff in master programs are not involved in research and mobility resulting in low international profile of programmes and low mobility of staff and students** [M4, M6, 10.1, 10.2,10.3, 4.30, SER, p31]. ((Chapter 1, Standard 1.9).

3.11 All study programmes have been framed in accordance with the Bologna principles taking into account the module-based structure with detailed content and credits (ECTS) [1.1]. Study programmes are designed and reviewed in order to provide harmonization with programmes within and outside the country enabling the same recognition and transfer of studies [2.28]. The University publishes information on study programmes offered in this university, curriculum and admission criteria in Albanian and English language [www.albanianuniversity.al]. The University issues its diploma and diploma supplements in English as well as Albanian [3.19.a]. Students may transfer their studies to the University, as well as credits earned in programmes of the same cycle in Albania and abroad, in the same or similar fields, in line with their respective studies [2.28, 3.21 3.22]. Study programmes aim to provide mobility in an international context, but this has not been accompanied by concrete action plans to stimulate mobility. Review team identified as weakness **the low international profile of programmes and low ratio of student mobility especially in master and doctoral programme** The review team therefore **recommends the University should improve the international profile of master and doctoral programmes and stimulate academic staff and student mobility and the students should be more involved in research and mobility internationally.** (Chapter 1, Standard 1.9, Standard 1.10).

3.12 The University has tried to increase the level of cooperation with international institutions and has signed agreements with some Italian universities [01.23; 2.14.a, b, c]. It aims to further increase the number of collaborations [M2, M10]. The self-evaluation report [SER p32] describe that institution provides opportunities to learn foreign languages which is reflected in the meeting with bachelor students [M3], but not so much in second and third cycle students [M4, M5]. The University provides opportunities to transfer credits [2.28] awarded at institution or abroad, through equivalence of parts or complete study programmes in terms of the right to

continue education in the same or similar study programme at a counterpart institution [M1; M3]. (Chapter 1, Standard 1.10).

3.13. The programmes are designed to include the theoretical knowledge incorporated through conventional teaching methods but also provide the opportunity to translate knowledge into practical applications through laboratory work, research assignments and internships [R.2.f]. Second cycle study programmes include a requirement to produce a thesis [4.6]. Students' participation in extracurricular activities such as clubs and conferences of various types is supported by the University. These relatives are specific to specific areas of study at the University, such as dentistry, law, art and design, and are designed to prepare students for their professional careers [<http://albanianuniversity.edu.al/en/student-clubs/>]. (Chapter 1, Standard 1.11).

3.14. The study programmes have a normal distribution among the academic activities [M3, M4] as requested in DCM 41.2015. Theoretical and practical knowledge, enabling students to apply all the knowledge and skills gained in theoretical modules, also based on the competences acquired by students in each study programme. The study programmes are designed according to the level and specific area of study. Internships provide additional opportunities to develop employment-related skills and to establish useful contacts [M3, M5] [R.2.f], [2.26]. **Review team identify as a good practice the provision of professional practice in bachelor's programmes and the MSc. Stomatology.** The Dentistry Laboratory strongly supports the realization of the professional practices of this study programme [Tour, M7]. (Chapter 1, Standard 1.12).

Findings

Good practice

The review team identified the following feature of good practice:

- The provision of professional practice in bachelor's programs and the MSc. Stomatology. (Chapter 1, Standard 1.12).

Weaknesses

The review team identified the following weaknesses:

- The application for new programmes or reorganisation (doctoral programmes) is not based on a wide analysis of the institution, its capacities and the feedback of the previous evaluations, which could help the institution to have a better approach for new programmes. (Chapter 1 Standard 1.1, Standard 1.4).
- Low international profile of programmes and low ratio of student mobility especially in master and doctoral programme. (Chapter 1 Standard 1.9, Standard 1.10).

The review team made the following recommendations:

- The University should pursue a clear policy to ensure coherence in study programmes and undertake an overall evaluation of the qualitative and quantitative indicators regarding the real capacities available.
- The University should improve the international profile of master and doctoral programmes and stimulate academic staff and student mobility and the students should be more involved in research and mobility internationally.

Affirmation of action being taken

The review team affirmed the following action in progress:

- Albanian University is certified by the National Center for Education in Continuity to provide life-long learning for healthcare professionals”, starting from 2018-2019. (*Chapter 1 Standard 1.2*).

Judgement

The standards for Resourcing are substantially met.

Evaluation Area 4: Teaching, Learning, Assessment and Research

4.1 The university is one of the oldest private institutions in Albania. It has experience in the organisation, management of the activity and study programmes. The programmes are initially drafted by the departments, and then approved by the Senate [1.1, 1.4, 3.9]. Their implementation is carried out by the faculties and departments. The documentation of study programmes and teaching plans is the responsibility of the departments in accordance with the requirements of the Curricula Office and regulations [3.9]. The study programme review process is carried out every year and includes field experts to help ensure programme coherence [3.8]. The University has the capacity to develop teaching and learning processes in accordance with the curriculum [6,2.22]. It provides adequate infrastructure for practical training [R.2.f], laboratory work, laboratory modules, practical lessons etc [2.25]. The University monitors [5.1] through tutoring, student progress in internships and laboratory practical work including dental practice. It also offers Literature for programmes through the libraries [4.7, 4.8 a, b, c, 4.9, M7]. (*Chapter 1, Standard 11.1*).

4.2 The University provides information and data on the development of the learning process [4.10] which is also published on the Internet. Information is also provided by the lecturers at the beginning of the module. The University provides students who have completed all the study requirements with the relevant diploma, with associated supplementary diploma [3.19.a]. The development of teaching activities is alternated between theory and practice where students are required to complete the subject as specified in the syllabus [E.1,2b, 3b, 6b,]. Regulations are well known to all students and academic staff. Examinations are conducted and evaluated anonymously [3.15, M3, M4] and results are communicated within seven days. Student assessment consists of several elements, including attendance at lectures and seminars, course assignments, and final examinations [syllabus example, M3, M4]. Students may appeal the examination results upon written request to the secretariat. The Department establishes reassessment committees as appropriate [10.4]. The University permits credit transfer on a limited basis, accepts student transfers, and gives students the opportunity to sit their exams or fulfil their obligations at other universities. Students have access to personal exam scores through a secretary system but offers no other opportunities for the teaching process or online education [M3, M4]. (*Chapter 1, Standard 11.2*).

4.3 The study programmes and curricula are kept under constant review by the University through the Curriculum Development Office [3.7 section 3.1]. Each lecturer updates the content of the syllabus [15.2] and it is approved by the department and faculty. The Faculty evaluate the curriculum and development during the academic year [4.11, 4.12]. Students complete questionnaires to evaluate their programmes and the quality of teaching although there are no questions that relate to the improvement of curriculum [4.15]. The final results of the questionnaire and conclusions were not provided. The Internal Quality Assurance Unit has started a very useful communication process with a focus group of students [4.16.a]. Heads of the Department also communicate with students if they want to make concrete proposals, or they represent their concerns through Student Council [M3; M4]. The steps taken by the

University to retain graduate student data through the GRADUA project [1.14] as well as the employment offer of graduate students are considered positive [2.2]. The University state that they receive graduate students' opinion [M8] but the Review team did not identify cases of improvement in the quality of study programmes as a result of the involvement of graduate students. Partner/stakeholder proposals are concrete, such as including some hours of Albanian language, teaching a history module and advancing an information technology programme [M8]. (*Chapter 1, Standard 11.3*).

4.4 The University seeks to improve the teaching of study programmes and the quality of teaching by providing adequate infrastructure and logistics [2.25, Tour]. In addition to the departments' responsibility for teaching quality [1.1, 1.4], the University has set up other structures that deal with quality monitoring such as the Quality Assurance Unit, the Curriculum Development Office and the Curricula and Teaching Committee [1.4]. However, based on the reports of these studies, most of their work has focused on quantitative rather than qualitative evaluation [9.5, 4.18]. The university states that it provides training to academic staff to improve the quality of teaching and learning [2.5, 3.2, 3.3]. The review team did not identify any skills development of academic staff based on these analyses. The majority of staff training activities are focused on pedagogical training [2.5] and the use of technology in the teaching and learning process. The University does not provide an advanced on-line teaching system and only a few examples of the use of google classroom [4.20] and office 365 [4.19]. In some training activities, focused on quality of teaching, were involved foreign professors [R.2.a]. Despite the measures taken, the evaluation team identified that improving the quality of teaching and learning remains a challenge for the institution. The institution should focus on improving some indicators such as the international profile of programmes, the use of technology in teaching and the scientific orientation of master programmes. The academic staff should be more informed about the importance of these factors [M 6]. (*Chapter 1, Standard 11.4*).

4.5 Departments are important units of scientific research activity [Law 80/2015]. These units are composed of smaller subject groups for teaching and research whose activity is still in its infancy [M6, M10]. The faculties and departments have independence and academic freedom in strategic plan design, [E.10, E.12] management of teaching activities, research activities but not financial independence [1.4], [4.2]. Faculties have their own administrators, but it is evident that financial management is centralized at the institutional level and managed by the university Administrator [4.18]. Departments are responsible for the progress of scientific research [1.1, 1.4, 4.8]. The role of the Office of Coordination of Academic Research and Publications is unclear in relation to research [1.4-article18, 4.29-article 8]. Departments and Research office keep data on research and other activities [4.30]. There is a lack of research analysis and outcomes which would help to formulate future research plans (*Chapter 11 Standard 1, criteria 6*). The University recognises and is concerned about the low dynamism at faculty and department of student involvement in research activities at second- and third-cycle programmes [See EA.3, M4, M5, M6, M10, M12]. (*Chapter 11, Standard 1.2; Standard 1.6*).

4.6 The University encourages development, dynamism and scientific research by supporting new research activity, ensuring cooperation with other institutions and research

organizations and supporting interaction between different structures and institutions [1.1, 1.4, 4.8]. Meanwhile, based on scientific research output, [4.30 SWOT analysis, 4.11- SWOT analysis], the review team identify that because there is not an accurate analysis of research output, senior managers and senior staff are not able to determine the impact of the research carried out at department and University level [M6, M10]. The University provided a list of agreements with national and international institutions [R.2.g], [R.2.c] to develop research and projects but no information on the benefits and product of these agreements [SER p38]. (Chapter 11, Standard 1.2).

4.7 Scientific research activity is mainly based on individual activity undertaken by academic staff rather than a well-organized responsibility at institutional level [M5, M6, M10]. In the last two years, the institution has increased its application for participation in research projects. The review team affirms that **the University has made progress in developing new projects which should be continued** [Accreditation Report 2017, www.ascal.al]. Four study and research projects are currently underway: GRADUA [1.14], HypoSens [1.15], State Archives [1.16] and Parliament of Albania [1.17]. Since 2017, the university has signed two Memoranda of Understanding (MoA) and one agreement [2.14 a, 2.14 b, 2.14 c] and provided another list of partner institutions without any information about collaborations, feedback and reports [R.2.c], [SER p39]. The review team has identified as a **weakness the low international cooperation profile related to scientific research and low international engagement in master's and doctoral programmes** (Chapter 11, Standard 1.3, Standard 1.4). **The review team therefore recommends that scientific research priorities should be clearly defined with a focus on internationalization, innovations and research projects.** The scientific research papers of the academic staff are published in the University scientific journal "OPTIME" with ISSN and an editorial board [SER p38]. The institution should increase the scientific impact of this journal to rank it on the international scientific research databases. The academic staff should be motivated to publish in international scientific journals with an impact factor [M6; M10] and the University should provide appropriate research laboratories for its research activity.

4.8 The University has developed and implemented its own development strategy 2017-2022 [1.19] and has also drafted the research strategy 2017 - 2023 [R.3.b] which is detailed in the priorities but not the main directions of the institution for the coming years. This strategy is not accompanied by a detailed plan of action, emphasizing inclusion, impact after implementation, costs of implementation and period [R.3.b, M12, M10, M6]. Departments do not have clear and comprehensive research foci in line with the institutional development strategy, [SER p39]. **The review team identifies as a weakness that research activity is mainly based on individual initiative by a small part of the academic staff of the faculties rather than a well organised structured strategy** (Chapter 11, Standard 1.1, Standard 1.3, Standard 1.4), **and recommends that the University should develop a new research strategy based on key development pillars and associated short-term and long-term action plans to build up scientific research at the institutional level.** The University favours research in priority areas through open lectures, seminars and workshops but the collaboration with national institutions is focused only on conference organisation [M10].

4.9 The University declares positive financial stability [2.18, 2.19]. The budget for research in the last two years is limited [12] and the majority of the budget is used to support teaching activities [2.18, M7]. The University should recruit academic staff qualified in research and project implementation to provide the institution with alternative sources of funding for research. **However, the review team identifies the weakness that the University allocates a small percentage of its budget compared to its real income and positive financial stability. The review team recommends that the University should increase the budget for research that is used not only to support staff participation in conferences and publications but to invest in research projects that are part of the University's research strategy.** (Chapter 11 Standard 1.4; Standard 1.5).

4.10 The sustainability and continuity of research is in the objectives of the University [SER p40]. The review team did not identify mechanisms and actions that ensure continuity of research through the integration of doctoral students and most of the academic staff (PhD students) conduct research outside the University [21.4]. The review team supports the University's commitment to young researchers' involvement in research projects but considers that a clear supportive and promotional policy [4.28] is needed not only for them but also for integration for foreign researchers [16].

The University should encourage the mobility of academic staff engaged in scientific research to increase and internationalize studies. The University supports and encourages the organization of international conferences, open lectures and workshops [2.8, 2.9 a]. These activities can be published in own academic journal, OPTIME, its publishing house, AU Press, and the university website [<http://albanianuniversity.edu.al/sq/revista-optime/>]. (Chapter 11, Standard 1.6).

4.11. The University has structures, for example the Scientific Research and Publication Committee [4.29-article 6] and the Scientific Coordination Office and Academic Publications [4.29-article 8]) to evaluate the research outcomes. The team didn't identify any evaluation of the progress of scientific research outcomes in national and international context. [SER p40. 30.4]. **The poor evaluation of the institution's research and scientific impact, output and progress is a weaknesses** and the review team recommend that **the university establish a monitoring system at the institutional level responsible for the implementation of the research strategy, evaluation of scientific research and monitoring of the progress of scientific research and outcomes.** The University pursues a policy for intellectual property protection, and good practice in research-publishing activity [M5, M6]. (Chapter 11, Standard 1.6, Standard 1.8).

Findings

Good practice

The review team did not identify any good practice.

Weaknesses

The review team identified the following weaknesses:

- The University has a low international cooperation profile related to scientific research and low international engagement in master's and Doctoral programmes. (*Chapter 11 Standard 1.3, Standard 1.4*).
- The research activity is mainly based on individual initiative undertaken by a small part of the academic staff of the faculties rather than a well organised structured strategy. (*Chapter 11, Standard 1.1, Standard 1.3, Standard 1.4*).
- The University allocates a small percentage of the budget compared to its real income and positive financial stability. (*Chapter 11, Standard 1.4, Standard 1.5*).
- The University have a poor evaluation of its research and scientific impact, output and progress. (*Chapter 11 Standard 1.6, Standard 1.8*).

Recommendations

The review team made the following recommendations:

- The scientific research priorities should be clearly defined with focus internationalisation, innovations and research projects. (*Chapter 11 Standard 1.3, Standard 1.4*).
- University should develop a new research strategy based on key development pillars and associated with a short-term and long-term action plans to build up the scientific research at the institutional level. (*Chapter 11, Standard 1.1, Standard 1.3, Standard 1.4*).
- The University should increase the budget for research not only to support staff participation in conferences and publications but to invest in research projects that are part of the research strategy. (*Chapter 11, Standard 1.4, Standard 1.5*).
- The university should establish a monitoring system at institutional level responsible for implementation of the research strategy, evaluation of scientific research and monitoring the progress of scientific research and outcomes. (*Chapter 11 Standard 1.6, Standard 1.8*).

Affirmation of action being taken

The review team affirmed the following action in progress:

- The University has made progress in developing new projects which should be continued. (*Chapter 11, Standard 1.3*).

Judgement

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

Evaluation Area 5: Students and their Support

5.1 The University pursues a policy for new students' entrance through its enrolment structures [1.1, 1.4, 2.27]. Information on criteria, quotas and application procedures are published online at the official website [<https://albanianuniversity.edu.ai>]. The activities cover student recruitment and induction for organizing advisory meetings, media campaigns, career orientation days for high school graduates and an open week for new students [2.7 a, b, c, d, e, f, g]. It also uses outreach meetings, including at high schools, and media campaigns to recruit students [M3, M7, M10]. The criteria for admission, registration and rules are also defined in the Regulation of each study programme [3.14, 3.15]. The University is open to foreign student recruitment, but due to lack of foreign language programmes, [6] the number is very low compared to the total number of students. Student reception schedules are posted at the administrative staff offices and the official website publishes contact information for the Heads of Department and student services offices [website, M3, M4]. The University provides more information on the content of the programmes, the practical lab work, for example in fields of study such as dentistry, nursing, engineering and teaching, through laboratory assistants. (*Chapter 1, Standard III.1*).

5.2 The University communicates with students and academic staff through personal emails [4.19], [4.20]. Communication can also take place through the various offices that the University has in its structure such as Office for Students Coordination and Support which offers communication and support for students [SER p42, M3, M4]. There is not a centralized management system at the institutional level to support the communication and interaction between staff, students and the University [M7, [M6]. Personal files of students and staff are stored in the offices in hard copy and in electronic format. One of the most frequent and efficient forms shown is tutorial communication [5.1]. Faculties and departments are at the service of students by organizing open meetings in collaboration with Student Council [M3, M4]. The website provides information for the public but is also widely used as an information tool by the students [website, M3, M4]. The University holds a personal file for all of its students, including application records, email addresses, telephone numbers and performance records. These files are managed by the registrars and archived after graduation under the archive law [2.23, 4.10, M7, M3, M4].

The University has a TV channel which plays an important role in informing students and presenting the activities the University performs. **The review team identifies good practice that the University has a well-organized student information system including guidance and counselling facilities and other tools such as tv and internet facilities.** (*Chapter 1, Standard III.2*).

5.3 Albanian University advises its students in different ways. The structures "Office for Students Coordination and Support", "Career and Alumni Office", "Office of Transfers and Equivalency Studies", "Teaching secretarial and online secretarial", [SER p43], support students during their work in the University [5.2]. Students have the opportunity to discuss, with their professors, all aspects of each module at the beginning of each semester and they state they are satisfied with the balance between theory and practice in their programmes [M3; M4]. The

Student Handbook [5.2] is an adequate document covering student rights and duties, student transfers and disciplinary rules. It does not cover assessment or complaints. The University offers students the opportunity to transfer study programmes and the Office of Internal Quality Assurance [1.9, 4.18] informs students about the University's accreditation, study programmes and procedures for recognizing and validating degrees in Albania and abroad [M7]. (*Chapter 1 Standard III.3*).

5.4 The University supports specific social category students, such as those from Roma and Egyptian communities, under applicable laws and regulations of the Ministry of Education, Sports and Youth [SER p44]. For the academic year 2018-2019 more than 80 students were supported by the institution in various forms [5.3]. The infrastructure for students in disability is weak [M3, M4] but the institution has started to adapt the infrastructure by approving the budget in May 2019 [See EA2]. The University supports students engaged in sports activities such as football and basketball, creating easy access to the learning process, for example by offering consultation to this group of students [SER p44]. Albanian College [2.26] sports facilities are at the disposal of students, which are used for training or other extracurricular activities [M3, M4]. The University follows the policy of organizing the learning process according to the students' needs. Thus, students who are full time employed are assigned to different groups and based on students' requests, the University delivers the programme during the afternoon or at weekends [SER p44, M5]. (*Chapter 1, Standard III.4*).

5.5 The University provides adequate basic literature for students [4.8, a, b, c] with a total number of about 4,109 titles [SER 44]. Students can use other materials from online libraries, including Questia Elsevier and ERIC [4.9], from the University Press. which helps with translation and guidance [M5; M10]. The review team identified the UFO press support very helpful in preparing student materials, printouts, and publications for academic staff. The University enriches its library by using special funding dedicated to purchasing new titles [SER p44, 4.7, M7, M12] and there is an annual budget for specialized research literature for departments. The library opening hours are posted at each site [M7]. Students express high satisfaction with their learning materials, especially online libraries and the most up-to-date translated texts in medical and educational areas [M3, M4]. (*Chapter 1, Standard III.5*).

5.6 The University offers its students support to help them through their programmes. There is no individual tutorial system, but there is a tutor [5.1] to support them [SER p46]. Students are guided on how to find literature in a variety of places, including through subject syllabi, academic staff, lecturers, library staff and registrars [M3, M5]. The University does not offer special courses, but it does provide departmental consultation hours with course teachers for students who have difficulty [M3, M5, M10]. The University has clear rules for the distribution of thesis supervision in accordance with the study programme regulations, Guidelines for Diploma Thesis [14.3], and makes it available to students in the "Diploma Thesis Handbook" [4.6]. (*Chapter 1, Standard III.6*).

5.7 Under the law on higher education, students are represented on the university's governing bodies [HEL 80/2015]. The University encourages student participation in University

life [M1, 1.4]. It is financially supported, and many of students take part, in a formally organized Student Council, which is governed by its own regulation [5.5]. The regulation clearly states, for instance, objectives, composition, organizational and working matters [M3, M5]. The University supports specific student activities such as participation in conferences at home and abroad or cultural events organized with partner universities [5.6]. Students have no trouble making their voice heard and getting quick results. Problems are usually handled individually at the departmental level but can also go through the Student Council [M3, M5]. Students also make their voices heard through questionnaires [4.16 a, b, 4.18] which are completed at the end of each semester [M3, M5]. The Albanian University Press publishes annually the work of students participating in the Student Conference of Faculties [5.8] and Student Club activities. The University funds the participation of foreign and domestic personalities in various fields for their development [SER p47]. (*Chapter 1, Standard III.7*).

5.8 The University shows interest in its students' sports activities and cultural life. From the meeting with students [M3, M5], the review team identified that the University does not have sports facilities, but students are supported to use other facilities [2.26]. The University provides health care, psychological services and dental services [M3, M5], and supports their student clubs [SER p48]. The University collaborates with health structures to pursue preventive and curative health policies for students; for instance, there are periodic activities with the Red Cross [2.16.a] and other activities [2.16.b]. The review team identified a lack of support for students related to accommodation for students from abroad, financial facilities such as student card, bank loan or subsidies [M3, M5] which are mentioned in the SER as objectives in the future [SER 48]. From meetings with students, the team learned that the university provides a small amount of money to support scientific and professional development [M3, M4, M5]. (*Chapter 1 Standard III.8*).

5.9 Albanian University pursues a policy of support for graduate students. The evaluation team identified good examples where university graduates were already employees in various positions [2.2]. The University helps students find employment [M8] where the career office plays a central role within the University to help students' network and integrate into the labour market. Currently, the Student Coordination and Support Office has 130 agreements with private and public institutions for the development of professional practices for students and the provision of employment according to the disciplines of the study. The University collects data on employment rates for students according to their field of study and graduation and makes a bridge to employment through an alumni partner [SER p48]. Students express satisfaction with the alumni office and their networks [M8]. The University maintains student employment records [1.34] and collaborates with them in employment related activities [M3, M5]. **The review team affirms the progress in monitoring graduates' employment and involvement in the GRADUA project will further consolidate this process.** (*Chapter 1, Standard III.9*). The Review team identified different examples of employer feedback and recommendations on how to improve student employment prospects [M8] but are insufficient to guarantee the coherence of study programmes with the labour market. (*Chapter 1, Standard III.9*).

Findings

Good practice

The review team identified the following feature of good practice:

- The University has a well-organized student information procedure including guidance and counselling facilities and other tools such as TV and internet facilities. (*Chapter 1, Standard III.2*).

Weaknesses

The review team did not identify any weaknesses.

Recommendations

The review team did not make any recommendations.

Affirmation of action being taken

The review team affirmed the following action in progress:

- Progress in monitoring the employment of graduates. (*Chapter 1, Standard III.9*).

Judgement

The standards for Students and their Support are fully met.

Evidence list

The documents in this list were submitted by the University to accompany the self-evaluation report and appear on the ASCAL management site under the self-evaluation phase of the process.

<https://albanianuniversity.edu.al/en/home/> University website.

DEC Declaration.

SER Self-Evaluation Report – AU – 2019 (English).

SER Self- Evaluation Report – AU – 2019 (Albanian).

R.1.a. Recruitment of personnel staff for years 2017-2018 and 2018-2019.

R.1.b. List of academic staff that is financially supported by the AU.

R.1.c. Contracts of academic staff.

R.1.d. Booklet - Analysis of the academic staff questionnaire.

R.1.e. List of faculty staff benefiting from mobility programs.

R.1.f. Analysis of academic staff sustainability.

R.2.a. Training of academic staff organized by foreign professors/lecturers.

R.2.b. Ministry of Education, Youth and Sports official letters - approval of changes to programs.

R.2.c. List of Cooperation agreements with foreign HEIs.

R.2.d. List of conferences organized (in cooperation with foreign HEIs).

R.2.e. List of students benefiting from mobility programs.

R.2.f. List of cooperation memorandums on students' internships.

R.2.g. List of Cooperation agreements with other Albanian HEIs.

R.3.a. Decision of Rectorate on working group for Research Strategy.

R.3.b. AU Research Strategy 2017-2022.

R.4.a. Decision of Rectorate on research topics at Department's level.

R.4.b. List of research topics at Department's level.

R.4.c. AU procedure for the identification of research topic.

Field 1 – The Organization and its Management

1.1. Statute AU.

1.2. Senate decision for approving of the statute.

1.3. Ministry of Education and Science official letter for AU statute approval.

1.4. AU Institutional Regulation.

1.5. Senate decision to approve the amended Regulation.

1.6. Regulation for AU Academic Senate.

1.7. Rectorate's Regulation.

1.8. Board of Administration' Regulation.

1.9. Internal quality assurance unit Regulation.

1:10. Decision of Senate for the establishment of the Institutional Assessment Committee.

1:11. Senate decision on the establishment of the Internal quality assurance office.

1:12. a. Decision of Senate for setting up Quality Assurance Groups at Department's level.

b. QAG list at Department's level.

1:13 a. Decision of the Board of Administration for experts of the Curriculum Development Office.

b. Decision of the Board of Administration for Legal Expert.

c. Decision of the Board of Administration for AU External Relations Officer.

d. Cooperation Agreement with Legal Office.

1:14. GRADUA Project.

1:15. Project HYPOSENSE.

1:16. State Archives Project.

- 1:17. Parliament of Albania Project.
- 1:18. List of project applications.
- 1:19. AU Institutional Development Strategy 2017-2022.
- 1:20. Senate Decision on the Approval of the Institutional Development Strategy.
- 1:21. Plan of measures for the Institutional Development Strategy
- 1:22. AU Annual Report.
- 1:22. Annual Report AU.
- 1:23. Ministry of Education, Youth and Sports, Instruction no. 5, dt. 02/19/2018.
- 1:24. Decision of Senate for approving of the AU Annual Report.
- 1:25. Letter of submission of the Annual Report to Ministry of Education, Youth and Sports.
- 1:26. AU Organogram.
- 1:27. Information Booklet on Study Programs 2019 – 2020.
- 1:28. List of academic staff.
- 1:29. List of students part of collegial bodies.
- 1:30. Labor Market Analysis Model.
- 1:31. Institutional Approval of the working group for program design and labor market study.
- 1:32. Ministry of Education, Youth and Sports orders for opening new programs academic year 2018-2019.
- 1:33. List of new programs applied in Ministry of Education, Youth and Sports.
- 1:34. Data on AU student employment.
- 1:35. Decision of Senate on study fees.
- 1:36. Partnership and Communication Strategy.
- 1:37. Cooperation agreements with national and international institutions.
- 1:38. List of students outside of Albania.
- 1:39. List of foreign professors teaching in AU.

Field 2 - Resourcing

- 2.1.a UTV News Contract.
- 2.1.b Vacancy Procedure 2017-2018.
- 2.1.c Vacancy Procedure 2018-2019.
- 2.2 List of employees graduated from AU.
- 2.3 Administrative Personnel Contract.
- 2.4 AU Academic staff graduated abroad.
- 2.5 Training Schedule for academic staff, 2017-2018.
- 2.6.a Training Schedule for Administrative Staff.
- 2.6.b Administrative staff training for online secretary.
- 2.7. Poster Open Day 2019.
- 2.7.b Dentistry Open-Day 2019.
- 2.7.c Info Days for Master Program in Engineering.
- 2.7.d Info Days for Social Sciences.
- 2.7.e Info Days for Master Programs at the Medical Sciences Faculty.
- 2.7.f Info Days for the Interior Design Program.
- 2.7.g Informative material for "Open Days".
- 2.7.h Information Brochure for the Dentistry Program.
- 2.8.a Extracurricular activities academic year 2017- 2018.
- 2.8.b Extracurricular activities academic year 2018-2019.
- 2.9.a List of National and International Conferences.
- 2.9.b Model: Conference on Medical Sciences.
- 2.9.c Model: Conference on Social Sciences.
- 2.9.d Model: Conference on Applied and Economic Sciences.
- 2.9.e Model: Students' Conference.

- 2.10.a Financing Procedures for Colomed Projects.
- 2.10.b Financing Procedures for Academic Personnel.
- 2.11 Optime Model No.2 December 2018.
- 2.12 List of publications at Albanian University Press.
- 2.13 Staff Performance Review by Head of Department.
- 2.14.a Cooperation Agreement with University Federico II, Naples.
- 2.14.b Cooperation Agreement with University of Pisa, Italy.
- 2.14.c Cooperation Agreement with University of Foggia, Italy.
- 2.15 OPTIME Editorial Board.
- 2.16.a Cooperation Agreement with Albanian Red Cross.
- 2.16.b Civic Activities of AU students.
- 2.17 Documents contained in the employee file.
- 2.18 Draft Budget 2019-2021.
- 2.19 AU Procedure for Budget Approval 2019.
- 2.20 Regulation of web site maintenance.
- 2.21.a Rental Contract for the building at Boulevard Zogi i I (Ish estrada).
- 2.21.b Rental Contract for the building at Rruga Durrësit (Former Court II).
- 2.21.c. Rental Contract for the building at Rruga Durrësit (Former court I).
- 2.21.d Rental Contract for the building at (Internacionali I).
- 2.21.e Rental Contract for the building at (Internacionali II).
- 2.21.f. Rental Contract for the building at Rruga Kavajës.
- 2.22.a Building layout at Boulevard Zogu I - Ish Estrada.
- 2.22.b Building layout at Rruga Durrësit - Former Court (FMS).
- 2.22.c Building layout at K. Karafilë - Internacionali (FMS).
- 2.22.d Building layout at Rruga Kavajës.
- 2.22.e Summary table on infrastructure capacities.
- 2.23 Regulation of the Archives and Protocol Office.
- 2.24 List of honored academic professors.
- 2.25. List of Laboratories, AU.
- 2.26 Cooperation Agreement with Albanian College Tirana.
- 2.27 Official Letter to the Ministry of Education, Sports and Youth on admission quotas 2019-2020.
- 2.28 Regulation for Registrations and Transfers.

Field 3 – The Curriculum

- 3.1 Decision of Senate for the list of active study programs.
- 3.2 Academic Manifesto.
- 3.3 Decision of Senate approving enrollment quota and candidate's criteria.
- 3.4 Activities for informing high school graduates.
- 3.5 Certificate program "Ongoing Education" offered by AU.
- 3.6 Official Letter - Acquiring the status of the accredited provider of ongoing education activities.
- 3.7 Report of the Curriculum Development Office 2018-2019.
- 3.8 Curriculum Review Procedure.
- 3.9 Regulation on Organization of Curricula and Teaching process.
- 3.10 Procedure on syllabi Review.
- 3.11 Decision of Senate on Composition of the Curriculum and Teaching Commission.
- 3.12 Decision of Senate on staff teaching loads.
- 3.13 Model of a subject syllabus.
- 3.14 Study Program Regulation MSc in Dentistry (Integrated Program).

- 3.15 Study Program Regulation BSc in Teaching in Elementary Education.
- 3.16 Regulation of the Office of Coordination and Support for Students.
- 3.17 Regulation of the Career and Alumni Office.
- 3.18 Study Program Regulation MA Governance and Public Administration.
- 3.19.a Model of the student supplement.
- 3.19.b Model of the academic transcript.
- 3.20 Notification on the provision of the German language course.
- 3.21 Model for the Decision Commission for Recognition of credits transferred from another HEI.
- 3.22 List of students transferred to AU study programs during the last 2 years.

Field 4 - Teaching, Learning, Assessment and Research

- 4.1 Procedure for developing new study program.
- 4.2 Model for Department's Regulation.
- 4.3 Professional Practice (Internship) Agreement "First Instance Court", Serious Court, Tirana.
- 4.4 Procedure followed for Internship students, MSc program "Pharmacy".
- 4.5 Procedure followed for thesis presentation MSc program "Pharmacy".
- 4.6 Guideline on writing of the diploma thesis.
- 4.7 Library upgrading procedure.
- 4.8 List of books in the AU library.
- 4.9 List of the online libraries and periodics.
- 4.10 Regulation for the Students' Secretary.
- 4.11 Annual Report of the Faculty.
- 4.12 Annual Report of the Department.
- 4.13 Example – Self Evaluation Report of academic staff.
- 4.14 Example - scientific research form.
- 4.15 Students' questionnaire Model.
- 4.16 Focus groups Model.
- 4.17 Approval of the Expert Group for Curricula Review.
- 4.18 Annual Report – IQAU.
- 4.19 Information management systems in support of teaching.
- 4.20 Examples - Using Google Classroom.
- 4.21 List of staff pursuing III cycle studies (Doctoral studies).
- 4.22 Publication data for academic staff.
- 4.23 Funding request "Doku.tech".
- 4.24 Cooperation Agreement with "Albanian Academy of Sciences".
- 4.25 Cooperation Agreement with "Academy of Albanology Studies".
- 4.26 Sample proof of mobility (students & professors).
- 4.27 Information on Faculty and Admin staff engaged in GRADUA.
- 4.28 List of staff members obtaining support for doctoral studies in Italy.
- 4.29 Regulation- Office for Scientific Research Coordination and Academic Publications (OAACAA).
- 4.30 Report of the Office for Scientific Research Coordination and Academic Publications (OAACAA).

Field 5 - Students and their Support.

- 5.1 Model: Students' tutorial.
- 5.2 Students' Handbook.
- 5.3 Summary table of the scholarships awarded.

- 5.4 Theses led by foreign professors.
- 5.5 Statute of the Students Council.
- 5.6 Example, student financial support.
- 5.7 Decision of Senate on student involvement in collegial bodies.
- 5.8 Proceedings for students' conferences (a, b, c, d).
- 5.9 Clinics & Laboratories – Investments.
- 5.10 Clinic of Bavaria, Germany.
- 5.11 Training of Albanian Red Cross.
- 5.12 Open lecture posters.
- 5.13 Labor Fair.

Additional Evidence submitted with Self-Evaluation Report

- E.1.a Syllabuses MSc. Dentistry (Integrated Program).
- E.2.a Study program regulation Ma. Surgical Nurse.
- E.2.b Syllabuses Ma. Surgical Nurse.
- E.3.a Study program regulation SPA Ortognatodonci.
- E.3.b Syllabuses SPA Ortognatodoncy.
- E.4.a Syllabuses BSc. Primary Education Teacher.
- E.5.a Syllabuses Ma. Governance and Public Administration.
- E.6.a Study program regulation MSc. Clinical Psychology.
- E.6.b Syllabuses MSc. Clinical Psychology.
- E.7.a Study program regulation BSc. Business Management.
- E.7.b Syllabuses BSc. Business Management.
- E.8.a Study program regulation Ma. Interior Design.
- E.8.b Syllabuses Ma. Interior Design.
- E.9.a Study program regulation MSc. Electronics Engineering.
- E.9.b Syllabuses MSc. Electronics Engineering.
- E.10 Regulation of Faculty of Medical Sciences.
- E.11 Example of Strategic Plan of the study program.
- E.12 Example of Strategic Plan of Department.
- E.13 Ethic Code.

Additional Evidence submitted before the review visit

- 1.1 Disabled access to buildings – General Administrator letter of approval.
- 2.a Salary of teaching staff.
- 2.b Rectorate decision.
- 3.1 Professional Training Program 2015-2016.
- 3.2 Training schedule for academic staff 2016-2017.
- 3.3 Training schedule for academic staff 2017-2018.
- 3.4 Training schedule for academic staff 2018-2019.
- 3.5 Training schedule for academic staff 2019-2020.
- 4. Staff development policy.
- 4.1 Quality Assurance Strategy.
- 4.2 EUSEW 18.06.2018 - AU - Net EC0.
- 4.3 Staff mobility training - UNISA - GR – 2019.
- 4.4 Contratto G. Rexha.
- 4.5 Erda Qorri_Napoli_2017.
- 4.6 A.Dama.

- 4.7 Inspiralia.
5. Cooperation agreement with Institutions.
6. List of Study programs and student number.
- 7.1 Status of the doctoral programs.
- 7.2.a Dr. Psikologji Klinike.
- 7.2.b Dr. E dr. europiane dhe e kontratave.
- 7.2.c Dr. Shkenca Administrative.
- 7.2.d Dr. Sh. Farmaceutike.
8. Strategy and procedure for programme development.
- 9.1 Curriculum change based on the annual review.
- 9.2 Action plan IQAU.
- 9.3 Minutes of the Department meeting.
- 9.4 Approval of the group of experts.
- 9.5 Self-evaluation report.
- 9.6 Cooperation agreement with ASHR (AL).
- 9.7 Annual Self-Evaluation Report.
10. Activity Research.
- 10.1 Faculty of Medical Sciences.
- 10.2 Faculty of Social Sciences.
- 10.3 Faculty of Applied and Economic Sciences.
- 10.3.a application mail.
- 10.3.b Scientific Research – DI.
- 10.3.c List of publications ES.
- 10.3.d List of publications TIKE.
11. Evidence 1.39 Updated.
12. Budget for each department.
13. Scholarship information.
14. Data on students mobility.
- 15.1 Student progress.
- 15.2 Minutes of the Department meeting.
- 15.3 Minutes ASM.
16. Foreign professors supervising.
17. Students employment.

Meetings held during the visit

Meetings are referred to throughout the report using the following abbreviations:

Day 1 : Tuesday 10 September 2019

08:45 – 09:00	Meeting 1 (M1): Review team meet with the Institutional Coordinator.
09:00 - 09:30	Meeting 2 (M2): Review team meet with the Rector.
09:45 - 10:45	Meeting 3 (M3): Review team meet with a sample of first-cycle students.
11:15 - 12:15	Meeting 4 (M4): Review team meet with a sample of second-cycle students.
12:30 - 13:15	Meeting 5 (M5): Review team meet with a sample of third-cycle students.
14:15 – 15:30	Meeting 6 (M6): Review team meet with a sample of teaching staff.
16:00 – 17:00	Meeting 7 (M7): Review team meet with a sample of support staff.
17:15 – 18:15	Meeting 8 (M8): Review team meet with the employers and alumni.

Day 2 : Wednesday 11 September 2019

09:00 – 09:15	Meeting 9 (M9): Review team meet with the Institutional Coordinator.
09:15 – 10:15	Meeting 10 (M10): Review team meet with representatives from Faculty Deans and Heads of Department.
10:30 – 11:15	Meeting 11 (M11): Review team meet with Internal Quality Assurance Unit.
11:30 – 12:30	Meeting 12 (M12): Review team meet with the senior managers.
12:45 – 13:30	Meeting 13 (M13): Review team meet with the Self Evaluation Team.
13:45 – 14:00	Meeting 14 (M14): Review team meet with the Institutional Coordinator.
14:00 – 14:15	Meeting 15 (M15): with the Rector.
14.15 – 14.30	Tour of facilities (Tour).