



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

**Report of Canadian Institute  
of Technology**  
July 2017

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Date: 6 to 7 July 2017

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## About this review

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

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

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

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

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

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

## **The context of this review**

Canadian Institute of Technology (CIT, the Institute) was established as a private higher education institution in 2011, and licensed for bachelor's and master's programmes by the Ministry of Education and Sport in 2012. It offers study programmes in Business Administration, Business Administration with Information Technology, Software Engineering, and Industrial Engineering. The philosophy of CIT is to provide its students with the necessary skills required by the Albanian and Balkan region, as well as the European and North American labour markets. Curricula are delivered in English, which makes it possible for the Institute to use the latest teaching technologies and textbooks.

The programmes licensed in November 2011 were bachelor's programmes in Software Engineering, Industrial Engineering, Business Administration and Business Administration with Information Technology. Master's programmes in Software Engineering, Industrial Engineering and Business Administration followed in October 2012. However, the suspension of accreditation by the Ministry of Education and Sport meant that accreditation was delayed until March 2016. A further two bachelor's and two master's programmes were licensed to begin in December 2017, and were recruiting at the time of the review visit.

At the time of this review the Institute consisted of the Faculty of Engineering and the Faculty of Economy, each supported by an administrator and a secretary. Each faculty has its own research unit. There are six laboratories, a library, and teaching rooms of various sizes. A Student Affairs Office provides services in admissions, student social activities and careers. The Institute has 23 full-time and 15 part-time academic staff. At the time of this review the Institute had 263 students enrolled on four three-year bachelor's programmes and 134 students enrolled on three two-year master's programmes.

## Summary report

CIT is a private institution with facilities situated in the city centre of Tirana that has been in operation since 2012. At the time of this review, CIT had 263 students enrolled on four three-year bachelor's programmes and 134 students enrolled on three two-year master's programmes. The Institute has 23 full-time and 15 part-time academic staff organised into two faculties: the Faculty of Engineering and the Faculty of Economy.

A self-evaluation report was developed by a team at the Institute, which included senior managers, academic and support staff, and a student representative. The team circulated drafts to a wide audience within the Institute before it was finalised and approved by the President (Rector).

The visit took place over two days on 6 to 7 July 2017. The review team comprised two senior higher education reviewers from the UK and one experienced higher education member of staff from an Albanian institution. The review team was supported by the Review Manager and a note-taker provided by the Albanian Public Accreditation Agency for Higher Education (APAAL). The review team received a self-evaluation report and a portfolio of supporting evidence eight weeks in advance of the review visit, later supplemented by additional documentation requested. A wide range of supporting information provided by the Institute enabled the team to familiarise itself with the structure, policies, management procedures, and nature of teaching and vocational activity undertaken. Evidence included the Institute's Statute, Academic Regulations, Annual Reports, admission and orientation procedures, a list of external agreements, examples of programme information and evidence of deliberative meetings.

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

The Standards for the Organisation and its Management are fully met. In reaching this judgement, the review team did not record any features of good practice; it did not identify any weaknesses nor any affirmations of actions already in progress. CIT designs its governance and regulatory frameworks to align with national legal requirements for higher education institutions. The Institute's Statute and Academic Regulations set out its mission, autonomy, internal organisation and management structures. Arrangements for the management and administration of the Institute, and for collegial decision-making, take account of legal expectations, work appropriately and are understood by staff at all levels. The current five-year strategic plan runs until 2017. It includes objectives, activities and targets. At the time of the review visit the Institute was developing a new strategic plan. CIT collaborates at regional, national and international levels, and promotes a policy of international mobility of academic staff and students.

The Standards for Resourcing are fully met. In reaching this judgement, the review team did not record any features of good practice; it did not identify any weaknesses nor any affirmations of actions already in progress. CIT pursues clear and open human resource policies covering the recruitment and employment of staff that meet regulatory requirements. Policies and procedures support and guide effectively the recruitment of appropriately qualified full and part-time staff to meet the Institute's academic and administration requirements. CIT has appropriate procedures for assessing the effectiveness of its academic staff, based on an analysis of student questionnaires and progress towards

personal targets agreed at the start of each academic session. There is an effective system for financial management and the preparation of the annual budget takes full account of the law for higher education and Institute Regulations. CIT has a learning management system with a range of modules providing information to students and different groups of staff. There are arrangements with Microsoft Academy and the Cisco Academy to provide learning resources. The existing infrastructure, experienced and qualified academic staff, laboratories and appropriate connections to the labour market help to ensure that all Institute activities are undertaken effectively.

The Standards for the Curriculum are fully met. In reaching this judgement, the review team recorded two features of good practice; it did not identify any weaknesses but affirmed one action already in progress. CIT offers programmes that are in line with its mission to promote the North American approach in learning, teaching and research, development and outreach. All programmes use project-based learning as an underpinning philosophy. Students see this approach as a key strength and the review team considers this to be good practice. It offers a range of first and second-cycle programmes with the intention of filling niche curriculum areas for the Albanian context. Programmes align with the Institute's strategic plan. Currently, CIT offers full-time first and second-cycle programmes in the fields of engineering, IT and business, and it has a longer-term aspiration to offer a doctoral programme. Within the current portfolio, the Industrial Engineering programmes are currently not clearly understood either by potential students, or by the labour market in Albania. The Academic Senate has recently agreed to seek approval from the Ministry of Education and Sport to change the name of the programmes to Engineering Management; the review team affirms this decision. CIT teaches all programmes in English and students regard this as an important consideration in their future career ambitions, with many intending to take master's degrees overseas, which the review team considers to be good practice. CIT builds internships and diploma projects into first and second-cycle programmes; some students also undertake company-based projects and many students are employed while studying. CIT is actively seeking to promote research across the organisation and is pursuing a research, development and creativity strategy; it expects all full-time staff to devote at least 10 per cent of their time to research and development activity.

The Standards for Teaching, Learning, Assessment and Research are substantially met. In reaching this judgement, the review team did not record any features of good practice; it identified one weaknesses and made one recommendation. The institutional structure, with heads of departments and deans, monitors the quality of programmes. There is an annual review of module content based on student (and staff) feedback. The Internal Quality Assurance Unit assists the enhancement of programmes of study and their delivery. Departments may also propose changes to provision and improvements to the curriculum. The Academic Senate considers and approves any changes. There are many opportunities for staff development, including training opportunities developed by the Institute on the use of various types of software. Examinations follow the Regulations approved by the Academic Senate. CIT considers research one of the main components of each academic's workload, and is afforded the same importance as teaching. However, while the Institute is developing a deliberate approach to coordinating the activities of individual researchers into long-term research projects, the review team considers the lack of progress in implementing proactive research groups that ensure outputs are delivered within clear priority areas to be a weakness. It recommends that the Institute take a deliberate approach to ensure research groups pursue clearly defined long-term research objectives, producing clear outputs, to develop an explicit research profile.

The Standards for Students and their Support are fully met. In reaching this judgement, the review team did not record any features of good practice; the review team did not identify any areas of weakness nor affirm any actions already in progress. The Institute manages the admission of students to programmes in line with the Regulations set out by the Ministry of

Education and Sport. Arrangements for academic counselling are set out in the book of Regulations. Students are allocated a named academic adviser, and open communication is facilitated either face-to-face or online, as many students are in employment. The student guide is comprehensive and helpful. Although there is no specific policy to support Roma and Balkan Egyptian students, CIT operates an anti-discrimination policy that is set out in its Code of Ethics within the book of Regulations, and the student guide sets out that students must be respected with regard to their faith and culture. The library holds 2,800 texts available to students, plus access to online resources. The CIT Statute makes provision for the student council, termed 'student government', and the student voice is central to the work of the Institute. Students are represented on the Academic Senate and all key committees, and in all levels of decision-making. CIT promotes a range of cultural activities, both social and educational. Sporting activity is encouraged through the provision of a fitness room and provision of support for sporting competitions. There are a number of agreements with local and international companies to support internships, a number of which lead directly to employment, with graduates employed in positions related closely to their graduate skills.

In reaching these judgements, the review team has recorded two areas of good practice that the Institute may wish to build on and disseminate across the Albanian higher education sector. The review team has made one recommendation and affirmed one action already in progress for the Institute to consider as a means of further securing the quality and standards of its programmes and to further enhance the learning experience of its students.

CIT undertook the review in accordance with APAAL guidelines. The review team acknowledge the Institute's engagement with the process and the cooperation provided to the review team throughout the visit phase. The review team consisted of Professor Jeremy Bradshaw (Lead Reviewer), Professor Anila Hoda and Ms Penny Renwick (external reviewers).

The review team concluded that the Quality Standards are fully met in four areas and substantially met in one area.

## Summary of findings

### Good practice

The review team identified the following features of good practice:

- the extensive project-based partnerships with external organisations, which develop student employability (paragraph 3.3; **Chapter I Standard I.3**)
- the practice of delivering all teaching in English, which students regard as an important consideration in their future career ambitions, with many intending to take master's degrees overseas (paragraph 3.4; **Chapter I Standard I.4**).

### Weaknesses

The review team identified the following weakness:

- the lack of progress in implementing proactive research groups that ensure outputs are delivered within clear priority areas (paragraph 4.8; **Chapter II Standard I.5**).

### Recommendations

The review team identified the following recommendation:

- take a deliberate approach to ensure research groups pursue clearly defined long-term research objectives, producing clear outputs, to develop an explicit research profile (paragraph 4.8; **Chapter II Standard I.5**).

### Affirmation of action being taken

The review team affirms the following action already in progress:

- the change of name of the industrial engineering programmes to Engineering Management (paragraph 3.6; **Chapter I Standard I.6**).

### 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 **fully met**.
- 3 The Standards for the Curriculum are **fully met**.
- 4 The Standards for Teaching, Learning, Assessment and Research are **substantially met**.
- 5 The Standards for Students and their Support are **fully met**.

### Summary judgement

The review team recommends to the Accreditation Council that at the Canadian Institute of Technology the State Quality Standards are **fully met**.

## Evaluation Area 1: The Organisation and its Management

1.1 CIT is a private institution that offers first and second-cycle higher education programmes. Its Statute defines the authority, autonomy, governance, mission and activities of CIT, **[A1-1.1]** and was approved by the Ministry of Education and Sport (order number 536, dated 24 November 2016). [\[http://cit.edu.al/en/official-documents/#1472822295723-a19659a-666d\]](http://cit.edu.al/en/official-documents/#1472822295723-a19659a-666d) This was updated in 2016 to incorporate the new by-laws. **[A1-1.3]** In 2012 CIT was granted a licence by the Ministry to offer bachelor's and master's programmes, [\[http://cit.edu.al/en/official-documents\]](http://cit.edu.al/en/official-documents) however, the accreditation process was subsequently frozen for four years, meaning that the first graduations were delayed until 2016. **[M1]** The Institute's Regulations, together with the faculty and department operational guidelines, interpret the Statute to provide operational instructions for the activities of the Institute and its constituent parts. **[A1-1.4; A2-2.1] [Chapter III Standard I.1]**

1.2 CIT is organised in such a way as to ensure efficient management. There are two faculties: the Faculty of Engineering, comprising the Department of Software Engineering, the Department of Industrial Engineering, and a research unit 'CIRD Engineering'; and the Faculty of Economy, comprising the Department of Business Administration, the Department of Business Administration and Information Technology, and a research unit 'CIRD Economy'. **[Institutional data on APAAL]** The management structures of CIT accord with the Law on Higher Education and the Institute's own Statute and Regulations. **[SER p.9; A1-1.3; A1-1.4]** There is a Rectorate, comprising the Rector, Deputy Rector and Deans; an Academic Senate, Council of Ethics, Board of Administration and Faculty Councils, each with their membership and remit defined in the Regulations. **[SER p.9; A1-1.3; A1-1.4]** Following the Canadian tradition, the Rector uses the title 'President'. **[M1]** Currently, there is no research-oriented institute at CIT, although each faculty has a research unit. **[A1-1.3; A1-1.4; M3]** Senior officials, a Rector, a Deputy Rector, Deans, Heads of Department and Heads of Research Centres, complement the committee structure. **[A1-1.3; A1-1.4]** CIT has an Internal Quality Assurance Unit (IQUA), tasked with developing policies and procedures in relation to internal quality assurance. Its membership includes representation from each of the faculties, a student and an external member. **[A1-1.4] [Chapter III Standard I.2]**

1.3 The Academic Senate, which generally meets monthly, and the other committees and boards, provide opportunities for constructive debate. **[SER p.10; M1; M2; M3; M4; M6]** Minutes of the Academic Senate, the Council of Ethics, and faculty and scholarship committees record discussion between the members. **[EA12]** Students are represented in all decision-making activities and are able to contribute to the debates. **[SER p.10; EA11; M1; M5]** Students cited examples of changes to the curricula, teaching and assessments that had resulted from their feedback. **[M4]** There are student representatives on institutional committees, **[A1-1.4; A5-6.1; EA11]** the IQUA **[EA11]** and faculty committees. **[A3-4.1; A3-4.2; EA11]** The student government and the Office of Student Affairs also represent students **[A5-2d; A5-3d; M4]. [EA20] [Chapter III Standard I.3]**

1.4 CIT respects the limits of its autonomy. CIT's Academics Regulations define its autonomy, including academic freedom, financial and organisational autonomy, its rights and obligations. **[A1-1.3]** The IQUA ensures that the limits of the Institute's autonomy are respected and carries internal responsibility for monitoring and evaluating institutional developments. **[SER p.11; A1-1.4; A1-2.2]** Its role includes periodic review of teaching and research activities, and, where appropriate, the engagement of external experts. **[SER p.11; A1-2.2] [Chapter III Standard I.4]**

1.5 Academic senate approved a five-year strategic plan in 2012. **[SER p.11; A1-3.2; A1-Senates Decision]** It includes objectives, activities and targets for CIT to achieve. **[SER p.11; A1-3.2]** The Rector monitors progress towards the strategic objectives of the plan, and

assigns responsibilities as required. **[M1; M3]** Progress with actions arising from the plan are tracked in the same way as those arising from accreditation reports, other external reports and committees. **[M1; FE15; FE16]** At the time of the review visit, this plan was about to expire; a new strategic plan was being assembled. **[M1; M3]** Each unit of the Institute was involved in the creation of the new plan. **[M1; M2; M3]** Departments prepare their individual strategies and five-to-seven year budgets, then submit them to the faculties and then to the Academic Senate and Rectorate for consideration and assembly into a coherent overall strategy. **[M1; M2; M3]** The Board of Administration will consider the resource implications of the proposed strategy. **[M1] [Chapter III Standard I.5]**

1.6 In compliance with the Regulations and by-laws, CIT prepares and submits an annual report of internal and external activities. **[SER p.11]** Academic Senate discusses and approves the report. **[A1-1.4]** The report is submitted to the Ministry of Education and Sport and a copy is archived by the Institute. CIT publishes a summary of the report on its website. **[<http://cit.edu.al/en/cit-annual-report/>] [Chapter III Standard I.6]**

1.7 The Institute's structures described above appropriately allow CIT to accomplish its mission and purpose, which include the provision of higher education, conducting research, providing lifelong learning skills, developing the proficiency of its staff, and contributing to support strategic priorities and developmental interests of the country. **[A1-1.3; A1-1.4] [Chapter III Standard II.1]**

1.8 The organisational structure of CIT facilitates decision-making by favouring debate in its institutional boards. The Statute and Regulations define the organisational structure. **[A1-3; A1-4]** In addition to the Academic Senate, Council of Ethics and faculty boards, there are permanent committees for programmes and curricula; scientific research projects; applications and innovation; and relations with students and guaranteeing of students' rights. **[SER p.13; A1-1.3; A1-1.4]** The Book of Internal Regulations provides further detail on the operation of these boards and committees, and reveals a culture of open and transparent discussion and decision-making. **[A1-2.1]** The Institute consults staff and students in the decision-making processes, and they report that their opinions are valued. **[M3; M4; M6]** Minutes show the participation of teaching staff and students in the decision-making process. **[A13; EA12; EA13]** Decisions of the collegial bodies are binding, unless they conflict with the Statute or Regulations. **[SER p.14] [Chapter III Standard II.3]**

1.9 CIT uses market research to support its mission and purpose. One of the objectives of the 2012 strategic plan was to update teaching and research programmes to align better with market needs. **[SER p.15; A1-3.1]** In order to achieve this, CIT has monitored regional and national developments through its symposia, conferences and workshops, external lectures, and agreements with external partners. **[SER p.15; A1-9.1; A1-9.2; EA14]** The IQAU Handbook describes the procedures for approving of a new programme of study, including consideration of its relevance. The Institute is about to recruit students to new bachelor's and master's programmes in Computer Engineering, with the master's programme including specialisms in Multimedia and Design, Cyber Security and Big Data. Implementing these plans has involved the organisation of roundtable discussions with telecommunications companies, banks, and other external bodies in order to understand the market requirements in these areas. **[SER p.15; A1-9.2; EA14; M2; M3; M6] [Chapter III Standard III.1]**

1.10 CIT collaborates at regional, national and international levels. It does not currently offer any joint programmes with other institutions. **[SER p13]** However, the 2012 strategic plan describes CIT's development of mutual collaboration with similar institutions as one of its priorities. **[SER p.14; A1-3.2]** CIT intends to develop joint educational and research programmes with other universities, particularly foreign ones. **[SER p.15; A1-3.2]** With the intention of developing joint programmes with institutions in Europe and North America, CIT

has signed agreements with a number of partners in these regions. **[SER p.15; A1-4, 4]** The Institute has an open-door policy towards collaborating regionally, nationally and internationally, in accordance with its mission and purpose, as described in its strategy. **[SER p.14; A1-3.2]** CIT is a member of some large CEEPUS (Central European Exchange Program for University Studies) projects in the field of IT that enables staff and student exchanges with other central European universities. **[EA9; SER p.34; EA9; M4; M7]**  
**[Chapter III Standard III.2]**

1.11 The Institute cooperates with other supporting bodies. There are a large number of agreements with local institutions, companies, banks, and other external bodies, which cover internships, projects and other modes of collaboration. **[M5; FE8-FE14]** Student projects carried out in collaboration with external partners have included the development of a database for the Red Cross. **[M6]** The Institute organises conferences and workshops in conjunction with partner institutions **[A-9.1; A1-9.2]** and roundtable discussions. **[EA14]**  
**[Chapter III Standard III.3]**

1.12 CIT promotes a policy of mobility of academic staff and students at an international level. It participates in international activities and has itself organised a number of international conferences. **[SER p.15; A1-9.1; A4-7]** Members of staff have participated in exchange research visits, acted as consultants for ministries and been invited to lecture at a number of universities, including those in Canada, Greece, Macedonia and Brazil. **[SER p.16; EA4; EA9; EA15]** Students reported ample opportunities for overseas experiences and exchanges, **[M4; EA9]** and there were examples of graduates who had gone on to master's study in other countries. **[M7]** **[Chapter III Standard III.4]**

## **Findings**

### **Good practice**

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

### **Weaknesses**

The review team did not identify any weaknesses.

### **Recommendations**

The review team did not identify any recommendations.

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

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

## **Judgement**

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

## Evaluation Area 2: Resourcing

2.1 CIT follows an open policy of human resources employment and recruitment. The recruitment of teaching, scientific and administrative staff employment accords with the legal framework. **[A1-1.2]** CIT recruits part-time staff according to its Regulations. It encourages second-cycle students to apply for vacancies as supporting and assistant academic staff. **[SER p.16; A2:10]** CIT publishes vacancies for academic and administrative staff on its website and other media. **[A1-2.1; <http://cit.edu.al/en/vacancy-announcements-faculty-of-engineering/>]** The Statute, Regulations and a special regulation - 'Policies and Procedures of Recruiting Academic Staff' - define the criteria and procedures for staff recruitment. **[A1-1.2; A1-1.3; A1-2.1]** CIT aims to develop its teaching capacity through recruiting and retaining full-time academic staff and has recruited staff with experience in teaching and foreign academic staff who have graduated from international universities. **[SER p.16; A2-3 - A2-9]** It follows a policy of encouraging staff to participate in conferences, to be member of editorial boards, and to publish nationally and internationally. **[A1-2.1]** The Institute is committed to training its academic staff through seminars, workshops and research activity; enrolment on doctoral programmes; and mentoring by more experienced colleagues. **[A4-1.1; A4-9] [Chapter III Standard IV.1]**

2.2 CIT engages in the implementation of its staff policies through meetings, presentations to new personnel, informing them about regulations and other orientation activities. **[A4-4]** It provides training for academic staff, especially newer recruits, by more senior and more experienced staff. **[A4-9]** It engages staff in the organisation of open days and the preparation of leaflets and brochures. **[A1-9.1; A1-9.2]** The website provides a large amount of information that is helpful for both staff and students. **[M4; <http://cit.edu.al/en/home/>]** CIT includes staff in all the activities it organises, such as conferences, seminars, and roundtable discussions. **[A1-9.1; A1-9.2]** In line with its approved five-year plan, CIT regularly offers workshops on quality in higher education. **[A1-9.1; A1-9.2; A4-9]** The Institute regulates requires the evaluation of staff achievements. **[A1-1.4]** and there is a policy to encourage staff to participate in conferences, to publish, to study for research degrees and to train for specialisations abroad. **[A4-4]** The Institute provides financial support for attendance at scientific conferences **[A1-1.2]** and also encourages research, personal development and innovation through the regular evaluation of its staff. **[A2-11; A2-12]** The CEEPUS projects include opportunities for staff and student exchanges. **[FE4]** There have been a number of international conferences, including one with 'Aleksandër Moisiu' in Durrës. **[A1-9.1; A1-9.2]** Staff reported that they received financial support and allowances in their teaching time for PhD study. **[M2] [Chapter III Standard IV.2]**

2.3 CIT carries out effectively its policy of periodic assessment of its staff skills. It appraises academic staff with an evaluation form submitted by each individual and through feedback received from students, which covers both staff and course evaluation. **[0.3; A1-1.3a; M2]** Departments and faculties prepare annual reports on the performance of each unit, which cover teaching, research and extracurricular activities. **[Chapter III Standard IV.3]**

2.4 In order to fulfil its social development policy, the Institute organises a number of social activities, such as help for families in need, donation of books, financial support for the Roma community, and blood donation for thalassemia children. **[A1-9.1; A1-9.2]** Students also participate in these activities and created a 'donation club'. **[A1-9.1; A1-9.2]** CIT invites visiting international professors to give open lectures to the local community. **[A1-9.1; A1-9.2]** Staff have also organised first aid training activities with Red Cross Albania, which students have participated in. **[A1-9.1; A1-9.2] [Chapter III Standard IV.4]**

2.5 There is an effective human resources unit, with clear policies and reporting lines. **[A1-2.1]** The Academic Regulations clearly define the duties, responsibilities and functions of all staff. **[A1-2.1]** In compliance with the law, there is a contract and job description for every position. **[M3] [Chapter III Standard II.2]**

2.6 Senate approved the regulations and standards for preparing budgets and for financial management. **[A1-2.1]** As CIT is a private institution it is able to define its own policies. The annual budget round starts with requests and proposals from the departments and any other relevant subunits. Departments and other subunits then prepare the budget plan and submit it to the administrator, before Academic Senate and the Administration Board consider and approve it. For research funding, there is a transparent process for allocation; for teaching, CIT bases budgets on the number of student. **[A1-2.1; M2] [Chapter III Standard VI.1]**

2.7 There is an established accounting office, which operates under the supervision of an administrator. Transparency in preparing the budget is mirrored by transparency about how money is spent. The Institute has clear regulations and carries out all accounting in accordance with the legal framework. **[M2; A1-2.1]** Departments manage their own budgets, but some finances are coordinated at faculty level. **[M3] [Chapter III Standard VI.2]**

2.8 Financial reports are prepared on a yearly basis, in accordance with the legal framework, and communicated clearly, both internally and externally. Financial audits are also declared. There is a regular internal audit and occasional external audits. **[M3; A1-2.1]** Shareholders approve the five-year strategic plan, that includes financial projections, and which gives priority to the quality of education. **[A1-3.2]** The income from student fees is used to invest in quality improvement and to provide services for students. **[M6] [Chapter III Standard VI.3]**

2.9 CIT has developed a new learning management system, based on web architecture; this features a range of modules that provide management information to different groups of staff, and teaching and learning resources and information to students. The information shared by administrative staff with students covers programmes, courses and lectures. Data entry may be manual or by an automated process. Scholarship students have helped to enter data in the system. **[A2-13; SER p.21-22] [Chapter III Standard VII.1]**

2.10 CIT is technologically orientated. It is a member of the Microsoft Academy and Cisco Academy. **[A4-11; tour of facilities]** With additional support, the Institute has organised events, including roundtable discussions such as 'Public Relations Strategies in Albania', and open lectures such as 'Ethical Aspects of Commercial Companies' and 'Digital Albania' that have nurtured links between industry and academy. **[14]** CIT is working with the government to develop improved information systems for Albanian citizens. Its aim is to create a strong relationship between academy, industry and government. **[SER p.22-23; FE8; FE9; FE10; FE11; FE12; FE13; FE14; M6]** The Institute does not provide distance education programmes. **[Chapter III Standard VII.2]**

2.11 The Institute does not own any real estate **[EA29; A1-7; tour of facilities]** but it maintains records of its rented property. **[A1-7]** The Rectorate has discussed plans to develop a campus on the outskirts of Tirana, but these are still at a very early stage. **[A1-10]** It has submitted proposals to the Ministry of Education and Sport to restructure the Faculties and programmes of study, in order to attract a greater number of students. **[FE7] [Chapter III Standard VII.3]**

2.12 CIT preserves all its information by publishing and archiving, and by organising joint activities in order to disseminate the information. It publishes institutional information on its website. **[<http://cit.edu.al/en/home/>]** The Institute evaluates its participation in various type of activities, to improve the life of students and staff and to provide information to relevant

groups. CIT assigns persons who maintain all its assets. **[A1-2.1; A1-9.1; A1-9.2; SER p.24-25] [Chapter III Standard VII.4]**

2.13 The Institute's infrastructure is appropriate for the activities it conducts. **[A1-8; EA24]** A working group carries responsibility for the verification of infrastructure and has carried out an inspection of the CIT infrastructure. **[A1-8]** Teaching facilities include laptops, projectors, computers, the library and laboratories. **[tour of facilities]** CIT has space that meets the current needs of the Institute. Students would prefer a bigger campus with sports pitches, but they also appreciate the quality of the infrastructure, including the laboratories, Wi-Fi, air conditioning and café. **[M4] [Chapter III Standard VII.5]**

2.14 CIT is in the process of developing various projects with external parties, in which it provides human and infrastructure resources. **[SER p.26]** CIT collaborates with other universities through organising joint conferences, and staff and student mobility. It also collaborates with other organisations such as banks and agencies whereby employees can attend lectures at CIT. **[A5-1b; FE8-14; M5]** The Institute currently conducts surveys to evaluate the services it provides, with the intention of identifying areas for enhancement. **[SER p.26, M1] [Chapter III Standard VII.6]**

2.15 The facilities and buildings meet the requirements defined in the relevant public standards; **[A1-8]** CIT provides all necessary equipment and facilities for teaching and its other activities. **[A1-7; tour of Facilities]** The surface area of the Institute is 6.8 square metres per student. **[EA30]** Classes take place in two sessions, morning and afternoon, with fewer than 200 students per session. Fire safety, sanitation, hygiene and the heating system all meet required standards. **[A1-8]** There are also alternative sources of energy supply. **[A1-8] [Chapter III Standard V.1]**

2.16 CIT maintains hard copy records in each unit, in addition to its Archive and Protocol Office. Records are also stored digitally, where possible. Administrative offices retain relevant statistics. For example, student enrolment and matriculation records are stored with the faculty secretaries, by the Registrar and in the Admissions Office. Teaching materials, once approved by the Academic Senate, are stored in the Archive and Protocol Office. This material is available to students and staff through the library, or hosted securely online. There is a registry that retains students' personal data, together with information for students, including results of assessments, study programmes, diplomas, and supplement. Faculty secretaries also retain appropriate records. **[SER p.27; M6 tour of facilities] [Chapter III Standard V.2]**

## **Findings**

### **Good practice**

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

### **Weaknesses**

The review team did not identify any weaknesses.

### **Recommendations**

The review team did not identify any recommendations.

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

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

## **Judgement**

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

## Evaluation Area 3: The Curriculum

3.1 CIT offers programmes that are in line with its mission to promote the North American approach in learning, teaching and research, development and outreach, most notably in the provision of project-based curricula. [SER p.28; <http://cit.edu.al/en/home/>; M1; M7] It offers a range of first and second-cycle programmes with the intention of filling niche curriculum areas for the Albanian context. [SER p.28; A3-1.1; M1] Supported by its Marketing and Public Relations Department, CIT conducts detailed market research and holds roundtable discussions with employers that inform the development of new programmes. [SER p.28; A3-3.2; A3-3.3; EA14; FE3; M1; M3; M5; M6] Admission criteria are set out in the CIT Book of Internal Regulations; [A1-2.1] programme regulations set out programme-specific admissions requirements. [A3-2.3] All programmes are taught in English; admissions criteria, including competence in English, are specified clearly. [SER p.28; <http://cit.edu.al/en/home/>; EA2] For admission to a second-cycle programme, applicants must possess a bachelor's degree in the same, or similar, field. [SER p.28; A3-2.3] [Chapter I Standard I.1]

3.2 Currently, CIT offers full-time first and second-cycle programmes in the fields of engineering, IT and business, and it has a longer-term aspiration to offer a doctoral programme. [SER p.29; A3-1.1] This year, four new first and second-cycle programmes in computer engineering, IT, finance and accounting will commence. [SER p.29; <http://cit.edu.al/en/offical-documents/>; M1; M2; M3; M7] In 2016 the Academic Senate approved a lifelong learning strategy and CIT has developed programmes in supply chain management and advanced JAVA programming, in which graduate attributes are specified. [EA3] [Chapter I Standard I.2]

3.3 CIT is working to its 2012 strategic and business plan, to which it aligns its programmes. Adopting a North American model for the curriculum, all programmes use project-based learning as an underpinning philosophy. It develops some of these projects in partnership with industry, for example a project supporting the ambulance service. Students see this approach as a key strength. This aligns with the European Standards and Guidelines Standard 1.3: 'Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach'. [SER p.29; A1-3.2; M1; M2; M3; M4] The review team considers the extensive project-based partnerships with external organisations, which develop student employability, to be a feature of **good practice**. Programmes have clearly specified programme outcomes. [SER p.29; A3-2.2; M2] In the student survey, all students confirmed that modules fulfil the programme aims and objectives. Students whom the review team met clearly knew about the learning objectives associated with each module, and the helpful documentation hosted securely online. [Student Survey; M4] Diploma supplements contain details of units studied and credits achieved. [A3-2.4; M6] [Chapter I Standard I.3]

3.4 The 2012 strategic and business plan has a key purpose to provide a bridge to Canadian education and other internationally recognised universities, and a small number of graduates have gone on to study overseas. [A1-3.2; A5.7; M1; M3; M4; M7] CIT maintains a number of staff and student links, including student research projects, staff publications and student clubs, with universities and companies. [EA4; FE1; FE2; M3; M4; M6; M7] It teaches all programmes in English and students regard this as an important consideration in their future career ambitions, with many intending to take master's degrees overseas. In this context, the review team considers the practice of delivering all teaching in English, which students regard as an important consideration in their future career ambitions, with many intending to take master's degrees overseas, to be **good practice**. [SER p.28; <http://cit.edu.al/en/home/>; M2; M4] CIT bases curricula on detailed market research, and

roundtable discussions with employers in fields such as telecommunications and banking ensure that they are relevant to current local and national trends. **[SER p.28; A3-3.2; A3-3.3; EA14; FE3; M3; M5]** *[Chapter I Standard I.4]*

3.5 CIT has the human resources required to deliver its programmes, employing 42 full-time and 15 part-time academic staff. **[0.2]** In accordance with the guidelines of the Ministry of Education and Sport, CIT manages the teaching loads of staff to enable them to engage in other activities such as research and administration, and these are approved by the Academic Senate. **[SER p.30-31; A2-10; M7]** *[Chapter I Standard I.5]*

3.6 The Senate provides oversight of the educational programmes. **[A1-1.3; A1-2.1; M3]** Senior staff reported that, within the current portfolio, the industrial engineering programmes are not clearly understood either by potential students or by the labour market in Albania. **[M1; M3; M6]** The Academic Senate has recently agreed to change the name of the industrial engineering programmes to Engineering Management, and is currently seeking approval of this change from the Ministry of Education and Sport. The review team **affirms** the change of name of the industrial engineering programmes to Engineering Management, and also notes the correspondence that is currently in progress with the Ministry. **[FE7]** Admission criteria are set out in the Academic Regulations, which clearly specify competence in English. **[SER p.31; A1-2.1]** The units and credits for each programme are clearly laid out. **[SER p.29; A3-2.2]** During the tutoring week students are given a clear orientation to their programmes, provided by both staff and senior students, as they commence at CIT. **[SER p.31; EA5; M4; M6; M7]** CIT has a comprehensive website that provides detailed programme information. **[SER p.28; <http://cit.edu.al/en/home/>; M4; M6]** *[Chapter I Standard I.6]*

3.7 As set out in the Institute and programme-specific regulations, all programmes allow progressive transition from the first cycle to the second. **[SER p.31; A1-2.1; A3-2.3]** First-cycle programmes provide students with basic knowledge; through the use of a project-orientated approach, students develop an excellent range of transferable skills that are valued by both students and employers. **[SER p.32; A3-2.1; A3-2.3; A5-5; M3; M4; M5]** To progress onto a second-cycle programme, applicants must possess a bachelor's degree in the same or similar field. **[SER p.28; A3-2.1; A3-2.3]** There is provision in the Regulations for students to transfer their studies, and although this facility is not set out in the student guide, students are clear what to do should they wish to transfer, and some students have transferred their studies to overseas institutions without difficulty. **[A1-2.1; A3-4.2; M3; M4; M6]** *[Chapter I Standard I.7]*

3.8 Arrangements for academic counselling are set out in the Regulations. Students have a named academic adviser and at least one hour per week is devoted to academic counselling. **[SER p.32; A1-2.1; A5-3b; M7]** At the start of the academic year all staff and students participate in a tutoring week. **[SER p.32; A4-12; EA5]** Students report in the student survey that staff are available to support them, and students met by the review team spoke positively about there being an open-door policy, with ready access to both academic and administrative staff. **[Student Survey; M3; M4]** CIT makes provision in its Regulations for the contribution of foreign staff. **[A1-2.1]** It actively seeks to recruit staff from overseas: there are currently six overseas academic staff working at the Institute, and many members of staff gained their qualifications overseas. **[SER p.33; 0.2; M2; M7]** In recruiting academic staff, the Institute takes into account the individual's research profile and publications. **[A1-2.1; A4-14]** CIT employs a wide range of teaching approaches, with a particular focus on project-based learning. **[SER p.32; EA6; M1; M2; M3; M4; M5]** In all study programmes, full-time staff comprise 70 per cent of the staffing base and the remaining 30 per cent is provided by part-time staff. **[SER p.33; A2-10]** *[Chapter I Standard I.8]*

3.9 CIT has agreements with a number of companies such as Posta Shqiptare, Autoriteti Kombetar I Ushqimit and FI Bank, for the provision of internships and **[SER p.33; A5-1b; FE8-14; M5]** internships, and diploma projects are built into first and second-cycle programmes, which are supported by a helpful internship manual. Additionally, some students undertake a company-based project and many students are employed while studying. **[SER p.33; <http://cit.edu.al/en/home/>; A5-2b; A5-3b; EA7; EA8; M3; M4; M5; M7]** Staff and students are involved in a range of workshops and projects that support staff development and student employability. **[A1-9.1; A1-9.2; FE1; FE2; M1; M3; M4; M5; M7]** In all study programmes, full-time staff comprise 70 per cent of the staffing base and the remaining 30 per cent is provided by part-time staff. **[SER p.33; A2-10]** CIT keeps data on the employment or further study of its graduates. **[SER p.34; A5-6]** CIT is actively seeking to promote research across the organisation and is pursuing a research, development and creativity strategy. **[4-14; M1; M2; M3]** However, the lack of progress in implementing proactive research groups that ensure outputs are delivered with clear priority areas is identified as a weakness under Evaluation Area 4 and CIT should consider how it could also strengthen the role of research in second-cycle programmes. Students would welcome this as they would like more opportunities to engage in research. **[M4] [Chapter I Standard I.9]**

3.10 CIT programmes are full-time and designed in accordance with the Bologna Process and set out in the Institute's Regulations. Within this structure, staff look to North American and European curricula to inform curriculum design. **[A1-1.4; M3; M7]** Curricula are organised into modules and credits awarded under the European Credit Accumulation and Transfer System. **[SER p.34; A1-2.1; A3-1.2; A3-2.1]** Regulations are in place for the transfer of students and a small number of students have transferred within Albania or overseas. **[SER p.34; A1-2.1; A5-7; M3; M6]** A diploma supplement accompanies the diploma provided at the end of the programme. **[SER p.34; A3-2.3; M6]** All students are satisfied with foreign language development and regard the opportunity to develop excellent English language skills as particularly important. **[Student Survey; M2; M4]** Recently, CIT has gained approval to participate in two CEEPUS projects in the field of IT; these enable staff and student exchanges, and students and staff spoke positively about the opportunities this will provide. **[SER p.34; EA9; M4; M7]** Almost 50 per cent of academic staff have worked overseas in the past five years and over 70 per cent of staff report that internationalisation at the Institute is good. **[Staff Survey] [Chapter I Standard I.10]**

3.11 CIT builds internships and diploma projects into first and second-cycle programmes. Some students also undertake company-based projects and many are employed while studying. Students work in small groups to realise their projects, developing employability skills such as leadership, teamwork and communication. Students consider that there are more opportunities for internships in IT than in business administration and they would welcome more laboratory opportunities in industrial engineering. The Institute might wish to consider how it could expand the availability of such opportunities. **[SER p.33; <http://cit.edu.al/en/home/>; A5-2b; A5-3b; EA7; EA8; M2; M4; M5; M7]** Curricula include the preparation and presentation of a thesis; a student who does not complete professional practice is not invited to defend a diploma. **[SER p.33; A3-23; EA8]** CIT organises a number of extracurricular activities, including overseas trips, the robotics club, a hack day and a wide range of open lectures. **[SER p.35; A1-9.1; A1-9.2; FE1; FE2; M3; M4; M6] [Chapter I Standard I.11]**

3.12 CIT builds professional internships into first and second-cycle programmes. These take place at the end of the second semester of the third year on first-cycle programmes, or comprise the entire second semester of the second year for second-cycle programmes. **[SER p.35; A5-2; <http://cit.edu.al/en/home/>; M3]** CIT has agreements with a number of private sector companies in Albania, such as the United Bank of Albania, iTK and Plus Communication, which support internships. Overseas opportunities are opening up through the CEEPUS programme. **[SER p.35; A1-4; FE4; M4; M5; M6; M7]** Students would

welcome more international opportunities and exchanges. **[M4]** CIT employs some of its own students on a part-time basis and also provides opportunities for graduate employment. **[SER p.36; EA10; M4; M5; M7]** All students in the student survey are satisfied with the development of professional competencies, and students and graduates met by the review team were ambitious for their future and confident in the skills developed through their programme. **[Student Survey; M4; M5] [Chapter I Standard I.12]**

## Findings

### Good practice

The review team identified the following features of good practice:

- the extensive project-based partnerships with external organisations, which develop student employability (paragraph 3.3; **Chapter I Standard I.3**)
- the practice of delivering all teaching in English, which students regard as an important consideration in their future career ambitions, with many intending to take master's degrees overseas (paragraph 3.4; **Chapter I Standard I.4**).

### Weaknesses

The review team did not identify any weaknesses.

### Recommendations

The review team did not identify any recommendations.

### Affirmation of action being taken

The review team affirmed the following actions already in progress:

- the change of name of the industrial engineering programmes to Engineering Management (paragraph 3.6; **Chapter I Standard I.6**).

### Judgement

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

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

4.1 CIT's formally approves its academic calendar **[A4-12]** following instructions from the Ministry of Education and Sport and in consultation with academic staff. All students are required to undertake an internship. CIT has sufficient capacity for both internal and external internships, based on existing agreements. **[A4-13]** CIT has prepared an Internship Manual to assist students. **[A5-1]** Supervisors assist and guide their students. There are six laboratories available for classes. **[tour of facilities]** A library and access to an online network of libraries are available for students and staff; together, these provide all the necessary texts required by programmes. **[A1-2.1]** Students reported that they would like to have more opportunities to be engaged in research at graduate and undergraduate level, and would like the curriculum to cover leadership, game theory and employability. **[M4]** Students reported a limited range of internship opportunities for business students, particularly at bachelor's level. **[M4] [Chapter I Standard II.1]**

4.2 CIT provides all students who have passed all obligations of a study programme with the relevant diploma, which is an official document. **[A3-2.4]** Assessment processes follow the regulations approved by the Academic Senate, and as defined in the document 'On Student's Evaluation'. **[A1-2.1]** These regulations are publicly available in the library and in hard copy. **[A1-2.1]** The student guide also has extracts of the assessment regulations. **[A5]** There is a set of regulations for study programmes and graduation criteria. **[A1-2.1]** The regulation relating to thesis writing specifies the regulations for the diploma thesis **[A1-2.1]** is available in hard copy, from the library. The Institute carries out assessment anonymously. **[A1-2.1; M4]** Students receive notice of their exam results through emails and the University Management System. **[A2-13]** The study programme regulations specify the procedure for complaints and appeals. **[A3-2.3]** Students are happy with the procedures for assessment and reassessment, are able to access their personal exam scores, and know how to complain or appeal their results. **[M4] [Chapter I Standard II.2]**

4.3 The institutional structure, with Heads of Departments and Deans, ensures the monitoring of the quality of programmes of study. There is an annual review of module content based on student (and staff) feedback. **[M3]** Student questionnaires **[A4-2.1; M4]** provide a mechanism for the evaluation of each course, and the staff that deliver them. The Internal Quality Assurance Unit (IQUA) conduct the online, anonymous surveys. Staff submit an annual review report to the President and Deans. An assessment of institutional performance in these areas is presented in the Faculty Annual Reports. **[A3-4.1; A3-4.2]** The Institute revises and continuously improves study programmes and submits changes to the Academic Senate for approval. **[A3-4.1; A3-4.2] [Chapter I Standard II.3]**

4.4 CIT pursues a clear policy to improve teaching quality. Internal structures control the quality of teaching. IQUA assists the enhancement of the programmes of study and their delivery. It prepares and then reviews the results from questionnaires at institutional and programme level, and uses the findings to identify any emerging problems. CIT informs teaching staff of any student feedback. **[A4-2.1; M4, M7]** Departments may also propose changes to provision and improvements to the curriculum, which Academic Senate considers and approves, as described in the faculty handbook. **[A4-4; M7]** CIT has good equipment and laboratories supporting curriculum developments. **[tour of facilities]** There is a Big Data Accelerator that helps students to understand how to apply information in practice. **[A4-13]** All staff (academic, administrative and scientific teaching) are committed to improving teaching and a better implementing study programmes. **[SER p.41]** There are many opportunities for staff development, including workshops on quality in higher education

and educational technology, seminars, enrolment on doctoral programmes, and mentoring by more experienced colleagues. [A4-1.1; A4-9; A1-9.1; A1-9.2] *[Chapter I Standard II.4]*

4.5 Departments are the basic units that are responsible for the organisation of research and teaching. Both research and teaching are organised according to the legal framework and standards. [SER p.41-42; A1-3; A1-4] Each department proposes an annual list of activities. [A1-1.3a] At the end of each academic session it performs an analysis and prepares a report for the relevant faculty board. [A3-4.1; 4.2] Financial support for research is available from the Institute. [M2; M3] The annual assessment of staff members includes consideration of their research. [A1-1.3a] Research is generally organised on an individual basis, where each member can pursue their own interests. [M3] Staff members may also join existing projects. [M2] *[Chapter II Standard I.1]*

4.6 CIT encourages the development of scientific research. It considers research as one of the main components of each academic's workload, and regards it with the same importance as teaching. There are a number of joint research activities, especially at doctorate and post-doctorate levels, with businesses and IT companies. [A1-2.1] CIT has signed collaboration agreements with various Albanian and foreign institutions. [A1-4] There are active collaboration relationships with other bodies and institutions that provide opportunities for exchange, roundtable discussions and internships. [A1-9.1; A1-9.2] *[Chapter II Standard I.2]*

4.7 The Institute encourages the internationalisation of scientific research by organising national and international conferences, seminars, roundtables and workshops, which help to align its research projects with market needs. [A1-9.1; A1-9.2; A4-7] Staff are encouraged to publish their research in international journals. [A3-4.1; A3-4.2; A4-6] There is also an in-house journal, the International Journal of Agricultural and Environmental Information Systems. The Institute sponsors publications by academic staff with prestigious publishing houses. [SER p.43] *[Chapter II Standard I.3]*

4.8 The Institute has regulations relating to research, development and creativity. [A1-2.1] Each staff member is expected to dedicate at least 10 per cent of their time to research activities. [A1-2.1] Staff are encouraged to protect their intellectual interests. The Institute encourages academic freedom and individual autonomy. This was emphasised by academic staff met by the review team, who confirmed that CIT encouraged them to participate in conferences, or student and staff exchange. [M7] However, this also means that research tends to be organised on an individual basis, where staff members pursue their own interests. [M2] The review team considers that, while the Institute is developing a deliberate approach to coordinate the activities of individual researchers into long-term research projects, there is considerably more work to be done in this area, and the Institute does not yet have an explicit research profile. The review team found the lack of progress in implementing proactive research groups that ensure outputs are delivered within clear priority areas to be a **weakness**. It is **recommended** that the Institute take a deliberate approach to ensure research groups pursue clearly defined long-term research objectives, producing clear outputs, to develop an explicit research profile. *[Chapter II Standard I.4; Chapter II Standard I.5]*

4.9 There Institute supports researchers. Research experience is one of the criteria for appointment; CIT considers it a component of workload, and research performance forms part of the annual review of academic staff. [A1-2.1; A2-14; A1-1.3a; M3] CIT implements priority policies developed in research fields. It approved a strategy for research, development and creativity in 2014. [A4-14] CIT currently has six overseas academic staff and many staff gained their qualifications overseas, or have experience in well-known universities. [SER p.33; 0.2; M2; M7; A2-10; A4-1.1; EA15] *[Chapter II Standard I.6]*

4.10 CIT publicises the outcomes of its scientific research. The regulations on scientific research policies define the Institute's expectations for publication in scientific literature and participating in conferences. **[A1-2.1]** CIT has organised conferences, seminars, symposia, roundtable discussions and open lectures with participants from different countries. **[A4-7; A1-9.1; A1-9.2]** The Institute plans to organise another conference in collaboration with the University of Durres. **[M7]** CIT supports researchers to publish in prestigious journals. **[A3-4.1; A3-4.2; A4-6]** *[Chapter II Standard I.7]*

4.11 CIT does not have a special unit at institutional level to evaluate the research of its staff. However, there is a scientific research unit in both faculties. The Institute encourages and supports the publication of the research output of its staff in the CIT review **[A1-9.2]** and other journals, **[A3-4.1; A3-4.2; A4-6]** and sponsors participation at conferences. **[M2; M3]** It particularly encourages the engagement of young researchers in scientific projects and provides financial support for this. The Institute collaborates with business and external partners, organising conferences and roundtable discussions, with a wide range of stakeholders, as described in paragraphs 4.6 and 4.7. **[A1-9.1; A1-9.2]** Each year, CIT compiles a database of the scientific activities of its academic staff that contributes to its annual evaluation of academic progress and scientific performance. **[A1-2.1; A2-14; A1-1.3a; M3]** *[Chapter II Standard I.8]*

## **Findings**

### **Good practice**

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

### **Weakness**

The review team identified the following weakness:

- the lack of progress in implementing proactive research groups that ensure outputs are delivered within clear priority areas (paragraph 4.8; **Chapter II Standard I.5**).

### **Recommendation**

The review team identified the following recommendation:

- take a deliberate approach to ensure research groups pursue clearly defined long-term research objectives, producing clear outputs, to develop an explicit research profile (paragraph 4.8; **Chapter II Standard I.5**).

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

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

## **Judgement**

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

## Evaluation Area 5: Students and their Support

5.1 The Institute manages the admission of students to programmes in line with the regulations set out by the Ministry of Education and Sport, as set out in the CIT Academic Regulations. **[A1-2.1]** All programmes are taught in English and admissions criteria clearly specify English language competence. **[SER p.28; <http://cit.edu.al/en/home/>; EA2]** The Office of Student Affairs manages admissions and CIT maintains contact with secondary schools. **[SER p.28-49; A1-9.2; 1; M6; M7]** To promote personal development and the opportunities available at CIT, staff organise competitions for high school pupils. **[M6; M7]** An Admissions Office operates during registration periods to support the registration process. **[SER p.28, 49, 51; A1-9.2; EA16; EA21]** CIT has a comprehensive website and leaflets that provide detailed programme information. **[SER p.28; <http://cit.edu.al/en/home/>; A3-1.2; M4; M6]** CIT has established connections with regional educational offices and organises a number of school visits supported by administrative and academic staff. **[SER p.49-50; A1-9.2; EA1]** It provides an orientation week for new students. **[SER p.49; EA5]** In the student survey, 93 per cent of students reported that CIT had provided them with the promised information prior to enrolment and 97 per cent confirmed that their course compared well with their expectations. **[Student Survey]** Students are provided with a written syllabus for each course, including the office hours when tutors are available, which are also posted onto staff office doors. The reception area is welcoming and friendly and the reception desk is staffed by students that are employed by CIT. All staff operate an open-door policy, creating a friendly environment that is appreciated by students. **[SER p.50; EA19; M4; M7; tour of facilities] [Chapter I Standard III.1]**

5.2 Arrangements for academic counselling are set out in the Institute's Academic Regulations. **[SER p.32; A1-2.1]** CIT holds a file for each student; Regulations set out the arrangements for the safe storage of students' details and CIT tells students about this in their guide. **[SER p.50; A1-2.1; A3-5; M6]** All staff and students have a CIT email address, which facilitates effective communication. **[SER p.50; A5-1; M6] [Chapter I Standard III.2]**

5.3 CIT allocates students to a named academic adviser, and open communication is facilitated either face-to-face or online, as many students are in employment. **[SER p.32; A1-2.1; A5-3b; M4; M7]** Students spoke positively about the support they receive and the open-door policy. **[SER p.50; M3; M4]** The student guide is comprehensive and helpful. **[SER p.51; A3-5]** CIT provides detailed programme level information on its website. **[SER p.51; <http://cit.edu.al/en/home/>]** In the student survey, 94 per cent of students reported that relationships between academic staff and students are good and 98 per cent report that staff are accessible. Furthermore, 99 per cent confirm that the informal advice and training they receive is at least sufficient. **[Student Survey]** The Regulations document the procedures for student transfers and a number of students have been successful in transferring their studies overseas. **[SER p.51; A1-2.1; A3-5; M3; M6] [Chapter I Standard III.3]**

5.4 Although there is no specific policy to support Roma and Balkan Egyptian students, CIT operates an anti-discrimination policy, which is set out in its Code of Ethics within the Book of Internal Regulations, and the student guide sets out that students must be respected with regard to their faith and culture. There is currently one Roma or Balkan Egyptian student studying at the Institute. **[SER p.51; A1-2.1; EA23; M6]** Two students with disabilities are enrolled at CIT and staff spoke positively about the support they provide, but the inaccessibility of the building to students with a physical disability is an issue that the Institute should seek to resolve. **[SER p.51; EA22; M3; tour of facilities]** In the student survey, 19 per cent of students reported that arrangements for students with disabilities to access resources are poor. **[Student Survey] [Chapter I Standard III.4]**

5.5 The Regulations set out detailed library regulations. **[SER p.52; A1-2.1]** CIT is active in enriching the library, as a new agreement for online resources exemplifies, and in ensuring it meets the needs of its academic programmes. **[SER p.52; A1-2.1; M6; M7; tour of facilities]** The library holds 2,800 texts and provides access to online resources. **[SER p.52; 0.2; M2; tour of facilities]** Students are able to borrow books from the library **[SER p.10; M4]** and the new agreement for online resources enables students to own 10 core e-books per year and also to use the online library. The review team notes, however, that access to journals is limited; the Institute may wish to consider raising the profile of journal resources among students and especially staff, particularly in those relate to second-cycle programmes. **[SER p.53; A1-4; EA24; EA25; EA26; tour of facilities]** The library website is comprehensive and helpful. <http://cit.edu.al/en/general-library-information/> The website and student guide publish the library's opening hours. **[A3-5; http://cit.edu.al/en/general-library-information/]** In the student survey, all students confirmed that the library and the support provided are at least sufficient, which students who met with the review team confirmed. However, students expressed some anxiety about the implications of the new online arrangements. **[Student Survey; M4]** Virtually all students and graduates report good access to books and journals. **[Student Survey; M4; M5]** In the staff survey, all staff report satisfaction with the library provision and only 11 per cent are dissatisfied with the Institute's provision of journals and publications. **[Staff Survey] [Chapter I Standard III.5]**

5.6 The arrangements for academic counselling of first-cycle students are set out in the Institute's Regulations. Students have a named academic adviser and students spoke positively about the support they receive. **[SER p.32, p.53; A1-2.1; A5-3b; M4]** The Institute provides a written syllabus at the start of the semester. This includes mandatory and supplementary texts and resources, which students confirm are available. **[SER p.53; A3-2.2; A4-2.2]** In the student survey, over 95 per cent of students reported that support provided by CIT is good. CIT provides summer schools to support students in need of additional support. In addition, second and third-year students provide informal mentoring for first-year students who are experience difficulties, and they report positively about the impact of this. **[Student Survey; M3; M4] [Chapter I Standard III.6]**

5.7 The CIT Statute makes provision for the student council, termed 'student government', and the student voice is central to the work of the Institute. Students are represented on the Academic Senate and all key committees and in all levels of decision-making. **[SER p.53; A1-1.1; A5-1d; M1; M2; M3; M4]** The protocols for the election of student representatives are thoroughly documented. **[A5-2d]** Staff and students spoke positively about the contribution of students, and they feel well-supported in fulfilling their duties when serving on formal committees. Students were able to provide a number of examples of changes to the curricula, teaching and assessments, where the Institute has positively responded to concerns that they had raised. **[M1; M2; M3; M4]** CIT formally evaluates the contribution of student government representatives. **[A5-3d]** There is a comprehensive student government website, and students whom the review met were well-informed - although a significant minority of students in the student survey were aware of student representation on key committees or of internal quality assurance arrangements. <http://students.cit.edu.al/>; **Student Survey; M4]** The Statute sets out CIT's responsibility for the financial support of the student government, plus provision for social, cultural and sporting activities, and while CIT meets requests for funding positively the review team notes the student government does not hold its own budget. CIT may wish to consider making arrangements for a student government budget in order to strengthen its role; students confirmed that they would welcome this. **[SER p.54; A1-1.1; A1-9.2; M4] [Chapter I Standard III.7]**

5.8 CIT promotes a range of cultural activities, both social and educational. **[SER p.54; A1-9.1; A1-9.2; FE1,; FE2; M4; M6; M7]** It encourages sporting activity through the provision of a fitness room and support for sporting competitions; a student activities policy

is set out in the student guide. **[SER p.52; A1-7; A1-9.2; A3-5]** The student government, supported by the Institute, organises a range of sporting activities and championships with other universities. **[SER p.54; A1-9.2; M4; tour of facilities]** In the student survey, 96 per cent of students reported that rest and recreational facilities are at least sufficient, but 17 per cent and 15 per cent of students respectively reported that the outdoor and indoor sports facilities are poor. **[Student Survey]** Fourteen per cent of staff reported that recreation and sports facilities are poor. **[Staff Survey]** The review team noted that sporting facilities are minimal and students whom the review team met regarded them as disappointing: the Institute may wish to consider how to address this. **[M4; tour of facilities]** The Office of Student Affairs supports student life in a number of ways, including providing support for the student government, organising partnerships and collaborations, and supporting alumni. **[SER p.50; EA20; M6]** Currently, CIT does not have any formal policies to meet students' health needs and the Institute may wish to consider how to address this; students confirmed that they would welcome this. **[M4; M6] [Chapter I Standard III.8]**

5.9 CIT has signed a number of agreements with local and international companies to support internships (see paragraph 3.2), a number of which lead directly to employment, with graduates employed in positions related closely to their graduate skills. **[SER p.54; A5-1b; FE8-14; M2; M5; M6]** In the student survey, 98 per cent of students reported that the provision of information about, and help into, employment is at least sufficient; students are satisfied with the professional competencies they are developing and their foreign language development. **[Student Survey]** The Office of Student Affairs and the Registrar are responsible for collecting data on graduate destinations and it maintains contact with alumni, with opportunities for them to meet at the Institute. **[SER p.54; A5-6; A5-5; M2; M5; M6] [Chapter I Standard III.9]**

## **Findings**

### **Good practice**

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

### **Weaknesses**

The review team did not identify any weaknesses.

### **Recommendations**

The review team did not identify any recommendations.

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

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

## **Judgement**

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

## Evidence list

Self-evaluative report (SER)

Upload Number	Evidence No.	Title
1	0.1	Rector Declaration.pdf
2	0.2	GID.pdf
3	0.3	Self-Evaluation Report ENG_scanned.pdf
4	0.4	List of HEI's Supporting Evidence.pdf
5	A1-1.1	2014 CIT Statute.pdf
6	A1-1.2	Institutional Regulation 2014.pdf
7	A1-1.3	2016 CIT Statute.pdf
8	A1-1.4	Institutional Regulation 2016_opt.pdf
9	A1-1.5	Academic senate's decisions no.85, dt. 15.11. 2016(english version)_opt.pdf
10	A1-2.1	Book Of Institutional Regulations_opt.pdf
11	A1-2.2	QAU handbook_opt.pdf
12	A1-3.1	Feasibility Study_opt.pdf
13	A1-3.2	Strategic and Business Plan of CIT_opt.pdf
14	A1-3.3	Declaration on the financial sustainability.pdf
15	A1	Senate's decision - Approval of strategic and business plan.pdf
16	A1-4	MoUs - CIT.pdf
17	A1-5.1	2014 organigram.pdf
18	A1-5.2	2016 organigram.pdf
19	A1-6.	Faculty members proposals.pdf
20	A1-7.	Building Planimetry.pdf
21	A1-8.	Summary of the Report.pdf
22	A1-9.1	CIT Catalog 2012-2016_opt.pdf
23	A1-9.2	CIT Catalog 2015 -2017_opt.pdf
24	A1-10	CIT Campus project.pdf
25	A2-2	CIT academic staff.pdf
26	A2-3	CV BA & IT Department.pdf
27	A2-4	CV BA Department.pdf
28	A2-5	CV BSE Department.pdf
29	A2-6	CV CIRD Economy Department.pdf
30	A2-7	CV CIRD Engineering.pdf
31	A2-8	CV IE Department.pdf
32	A2-9	CV Part-time Instructors.pdf
33	A1-1.3a	Staff performance & development form.pdf
34	A2-10	Department age, grade & teaching load for academic staff.pdf
35	A2-11	Self Evaluation Economy Faculty.pdf
36	A2-12	Self Evaluation Engineering Faculty.pdf
37	A2-13	University Management System.pdf
38	A2-14	template of HR.pdf
39	A2-15	templates of protocol.pdf
40	A2-16	templates of registrar.pdf
41	A3-1.1	list of programs.pdf
42	A3-1.2	Programs offered from marketing.pdf
43	A3-2.1	Education Plans (Curriculum) for 7 existing programs_opt.pdf

44	A3-2.2	Course Program - Syllabus.pdf
45	A3-2.3	Program Regulations_opt.pdf
46	A3-2.4	Diploma +Supplement.pdf
47	A3-3.2	Opening of new programs, faculty of Economy_opt.pdf
48	A3-3.3	Opening new program faculty of Eng.pdf
49	A3-4.1	Annual Report (faculty of economy)_opt.pdf
50	A3-4.2	Annual report (faculty of Engineering) opt.pdf
51	A3-5	Student guide.pdf
52	A4-1.1	Staff qualification profile.pdf
53	A4-2.1	Questionnaire BSc, MSc.pdf
54	A4-2.2	Analysis of first term questionnaire to president.pdf
55	A4-2.3	Analysis of questionnaires to dean.pdf
56	A4-3.1	Student guide.pdf
57	A4-4	Faculty Hanbook_opt.pdf
58	A4-5	CIT review.pdf
59	A4-6	International Journal published P.papajorgji.pdf
60	A4-7	List of conferences_opt.pdf
61	A4-8	Financial Development.pdf
62	A4-9	Staff Certificates examples for all trainings.pdf
63	A4-10	Regulations of Faculty, Departaments, Cird, opt.pdf
64	A4-11	CIT Microsoft IT Academy license.pdf
65	A4-12	CIT Academic Calendar.pdf
66	A4-13	Infrastructure in the service of scientific research.pdf
67	A4-14	Strategy of Research, Development and Creativity, Dec. no 47.pdf
68	A5-1	Student Support policies and procedures.pdf
69	A5-2	Administrator Tuition Fee Decision.pdf
70	A5-3	Scholarship Committee scheme+Report for list of students supported_opt.pdf
71	A5-4.	Schemes, procedures for student issues.pdf
72	A5-5	University Management System.pdf
73	A5-6	Infrastructures in service of teaching.pdf
74	A5-1a	Internship Manual (Master + bachelor's)_opt.pdf
75	A5-2a	Diploma thesis Manual.pdf
76	A5-3a	List of Academic Adviser for three last year.pdf
77	A5-1b	Report for student carrers, employability etc.pdf
78	A5-2b	List of student that has complited Internship program.pdf
79	A5-3b	List of students that have completed thesis close to companies.pdf
80	A5	Student guide.pdf
81	A5-1c	Report for admission, enrolment, retention.pdf
82	A5-2c	Statistics dor students data.pdf
83	A5-3c	Student Quality in Entrance.pdf
84	A5-4a	Performance Indicators.pdf
85	A5-5	Completion, gratuated students.pdf
86	A5-6	Progression to employment and further studies.pdf
87	A5-7	Mobility.pdf
88	A5-1d	Summary for student representation.pdf
89	A5-2d	Student Government Elections.pdf
90	A5-3d	Student Government Report.pdf

Additional Evidence (EA)

Upload Number	Evidence No.	Title
1	EA0	Shkrese Percjellese.pdf (transcripts)
2	EA1	Contacts maintained with HighSchools 18. Relationship with Regional Educational Offices.pdf
3	EA2	Admission Policy.pdf
4	EA3	Life-long learning.pdf
5	EA4	Evidence of links with Canadian Universities.pdf
6	EA5	Details of the tutorial week 17. Programme for the Orientation week.pdf
7	EA6	Teaching Approaches.pdf
8	EA7	Evidence that students undertake an internship.pdf
9	EA8	Regulation that states that a students must perform a professional practise.pdf
10	EA9	CEEPUS projects.pdf
11	EA10	Impact of Students that CIT has employed.pdf
12	EA11	Student representation on institutional bodies.pdf
13	EA12	Exp. of committee minutes.pdf
14	EA13	Involvement in decision making.pdf
15	EA14	Roundtables.pdf
16	EA15	Evidence of staff participate in exchange research visits.pdf
17	EA16	Admissions Office part of Students Affairs.pdf
18	EA19	Opening Hours.pdf
19	EA21	Role of Admissions Office.pdf
20	EA22	No. of students with disability.pdf
21	EA23	Policy to support Roma and Egyptian Students.pdf
22	EA24	Resources available to students.pdf
23	EA25	Why the Library holds 20000 texts.pdf
24	EA26	Details of the McGrawHill.pdf
25	EA27	Summary of the report on website.pdf
26	EA28	Criteria for employment.pdf
27	EA29	Institutional real estate.pdf
28	EA30	Usable surface area.pdf
29	EA31	Strategic Plan.pdf
30	EA32	Promotion Policy_opt.pdf
31	EA34	Market research_opt.pdf
32	EA35	Info published on website.pdf
33	EA20	Evidence of how the office of students affairs represents the student voice.pdf
34	EA33	Policy for approval of new teaching programmes.pdf

Further Evidence (FE)

Upload Number	Evidence No.	Title
1	FE1	Extracurricular Activities (students).pdf
2	FE2	Extracurricular Activities - Student Clubs.pdf
3	FE3	Market research new programmes.pdf
4	FE4	CEEPUS students and staff mobility.pdf
5	FE5	Faculty of Engineering Program Reviews.pdf
6	FE6	Faculty of Economy Program Review(Annual Report).pdf
7	FE7	Changing Industrial Engineering name.pdf
8	FE8	Agreement CIT - Instituti i Ndertimit.pdf

9	FE9	Agreement CIT - Instituti i Ndertimit.pdf
10	FE10	Agreement CIT - ITK.pdf
11	FE11	Agreement CIT - PLUS COMMUNICATION.pdf
12	FE12	Agreement CIT - POSTA SHQIPTARE.pdf
13	FE13	Agreement CIT-AKU.pdf
14	FE14	Agreement CIT-COMMUNICATION PROGRESS sh.p.k.pdf
15	FE15	Follow up accreditation 08.01.2016.pdf
16	FE16	Follow - up Academic Senate.pdf
17	FE17	CIT work and travel students USA.pdf
18	FE18	A4-14. Strategy of Research, Development and Creativity, Dec. no 47.pdf

### **Meetings**

- M1 Meeting 1
- M2 Meeting 2
- M3 Meeting 3
- M4 Meeting 4
- M5 Meeting 5
- M6 Meeting 6
- M7 Meeting 7