



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

**Report of the Institutional Accreditation
of the University College “WISDOM”**

November 2020

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About this review

The overall aim of the Institutional Review is to assess the extent to which each the HEI 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 two reviewers appointed by the Quality Assurance Agency of Higher Education (QAAHE), one of which is not from Albania.

The resulting report will serve not only for the institutional accreditation based on the extent to which the HEI meets the standards, but will also inform the 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 QAAHE'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, QAAHE 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

University College “WISDOM” (UCW) is a private institution of higher education initially founded in 2006, by the “Wisdom” Company L.t.d. pursuant a decision of the Council of Ministers (DCM). In 2008, permission by the same body was granted to offer full-time first cycle programs in its first faculty. In 2011 it received the status of a non-public higher education institution “Wisdom University”, operating on two main units. With the entrance in force of the Law 80/2015, it was reorganised as the University College “Wisdom”.

It is currently organized in two main units: The Faculty of Law, whose provision includes justice and the Faculty of Economics and Social Sciences offering programs in economics and psychology. The earlier is composed of the Department of Public Law, Department of Private Law, while the later of the Department of Economics and the Department of Psychology. Each faculty also has a Scientific Research and Foreign Relations Unit, which operate as a basic unit. It also operates on an academic structure composed by the Academic Senate, the Rectorate, the Councils of Ethics, Inner Quality Assurance Unit, Commission to guarantee quality standards, Commission for the progress of the study activity and the curriculum and the Commission for the Relations with Students, The Public and Coordination.

The Mission of UCW is “to develop education and science, so as there is freedom and diversity of ideas which serve to build (...) the rule of law, to develop the economy, to improve the well-fare and human dignity (...)” [Annex 1.01 Art.4.3] In this frame it offers 12 study programs:

- four bachelors in “Law”*, “Psychology”, “Business Management” and “Finance Banking”;
- four masters of Science in “Criminal Law”, “Civil and Commercial Law”, “Schooling and Education Psychology” and “Business Administration”
- four 2-year professionals in “Legal Assistant”, “Real Estate Agent”, “Social Assistant” and “Administrative Assistant”

*Following legislation in force, the study program Bachelor in “Law” has been reorganized into an integrated study program “Master of science” for the academic year 2020-2021.

UCW has 681 students, of whom 403 are bachelor students, 82 are 2-year professional study program students and 196 are studying on second cycle programs. It also has a considerable number of partnerships, mainly with institutions to ensure the students’ practice. It also cooperates with the “Wisdom” Psychology Clinic and “Wisdom” Law Clinic with the aim to provide study space for its students and link them with the job market.

UCW is located in Tirana. Its provisions are delivered in two rented buildings, with a green yard in the middle. One four-floor building is adopted to provide classrooms, a library, a secretary office and a conference room. The other, situated in the other side of a green and parking area provides only office space for the administration. Both buildings are maintained and equipped with proper furniture and ITC equipment.

UCW underwent its first institutional accreditation during the academic year 2016-2017 by the British Agency of Quality Assurance in cooperation with QAAHE. It received a 3-year accreditation period to fulfil seven recommendations. [Annex 2.05] The External Evaluation Report of June 2017 made seven recommendations for UCW to consider addressing

identified areas of weakness; it did not identify any examples of good practice or any affirmations. The latest review report can be found at: [www. ascal.al](http://www.ascal.al)

The report in 2017 recorded the following judgements for each Evaluation area:

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

In 2017 the reviewers recommended to the Accreditation Board that at the University College "Wisdom", the State Quality Standards were **substantially met** and as a consequence the institution was granted accreditation by the Board for a period of three years.

Summary report

The Self-evaluation report was compiled by a group of five members, set up by Order of the Rector Three of them were members of the Inner Quality Assurance Unit; the group also included a student. [Annex 2.01].

The group coordinated its work in an agenda and met regularly to coordinate data gathering and draft-report writing. [Annex 2.02/ 2.03] It followed up the work of the group on the fulfilment of recommendations of the first institutional accreditation in 2016-2017 (also set-up with a Order of the Rector [Annex 2.07/2.08/2.09]). The draft of the SER was circulated to a wider audience for comment before being finalised and approved by the Rector.

The review visit took place over two days on the 24 and 25 September 2020. The review team was made up of two experienced reviewers of the higher education staff in Albania and Italy. The review team was supported by the Review Manager and note-taker provided by the QAAHE. The review team were provided with a Self-evaluation Report and the portfolio of supporting evidence eight weeks in advance of the review visit, and supplemented by additional documentation requested by the team. The report was mainly descriptive, aiming to reflect the effort of the UCW SE team to match the context of the institution with the quality standards. It, however, failed to highlight areas of intervention, which the EE team were able to point out during the interviews. In all 186 documents were considered, which were uploaded in the QAAHE system both in Albanian and English. Through reading the documentation provided, the team were able to familiarise themselves with the structure, policies, management procedures and nature of teaching and research activity undertaken by the UCW. The review team requested also further evidence during the visit, which was later uploaded in the system in the form of nine additional documents.

A series of ten meetings took place during the visit, which allowed the team to gain a clearer understanding of responsibilities, procedures and the views of staff and students. The team were able to meet with the Rector, senior managers, students, lecturers and administrative and support staff, as well as external partners and employers. Notes were taken at all meetings as a source of reference and evidence for the review team only. The review team were also given a tour of the campus, and viewed the library, teaching areas, the laboratory, offices, the Psychology and the Legal Clinics; it was also provided with a demonstration of the university college electronic information system and the access on one online library.

The review team are able to confirm that the weaknesses and resultant recommendations identified during the June 2017 review visit under: Evaluation Area 1: Organization and its Management is met; UCW has a wider range of active institutional partnerships and stakeholders in the national academic and job market context. The recommendations in Evaluation Area 2: Resourcing have been partly addressed: UCW is currently operating an inner data information system and online teaching and learning platform; it has provided a small area in the ground floor for students with special needs. Given the fact that UCW has not had any application requests of this kind and that the classes are provided in a multi-floor building, this recommendation may be judged partly fulfilled. The weakness of Evaluation Area 3: The Curriculum, have been addressed since the institution has been able to benefit more from students and stakeholders evaluation on curricula. Recommendations of the Evaluation Area 4: Teaching, Learning, Assessment and Research have also been

addressed since the institution has developed a strategy on research. Evaluation Area 5 recommendation: Students and their Support, is also met.

Having reviewed all evidence available, the team reached the conclusions set out below.

The University College **fully** meets the standards for Organization and its Management. The responsibilities for the organization and management of the UCW are clearly set out in the University Statute and Regulations. UCW also defines development priorities in its Strategic development plan. The role and function of the decision-taking bodies and administrative structures is realized in line with the provisions of the above legal frame. UCW has set up a functional frame of labor market mechanisms and the review team considers the setting-up of the two “Wisdom” Clinics as **a good practice** in the engagement of the students teaching practices, lifelong training and certification and community services. UCW also applies a wide range of partnership agreements and each main unit reports on the implementation of the agreements periodically, which the team also considers an example of **good practice** in the enhancement of the open strategy of collaboration and partnership. The review team did not identify any weaknesses/recommendations. It considers the setting up of the Business Advisory Board as an **affirmation** of UCW commitment to create a closer curriculum approach to the job market.

UCW **fully** meets the standards of Resources. It has clear systems in place to manage its responsibility for resources, infrastructure and the needs of staff and students. Staff recruitment is managed by the Human Resources Office, in cooperation with the departments and faculties. Its financial resources are managed by the Board of Administrators and staff needs are answered. The University operates a well-defined system for managing its data and student information, ICT equipment use and library bookstore provision.

The University College **substantially** meets the standards of the Curriculum. Its study programs are designed in accordance with the directions of meeting national quality standards, respecting the requirements of laws and bylaws. The study programs are designed with reference to the demands of the labor market and reflect the flexibility of this market. The curriculum has clear study and training objectives. As a **good practice** UCW has built strong and comprehensive links with partner institutions and associates in professional skills who are able to support the students. As **weaknesses** the review team found a lack of analyses of the academic and logistical capacities that would support the successful improvement and implementation of the professional programmes. Therefore, the application for new programmes is not based on a wide analysis of the institution, its capacities and the feedback of the previous evaluations, which could envisage the HEI to have a better approach for its future development. The professional orientation of the University College is not included in the strategic development pillars of the Strategic Development Plan 2018-2023. Since the professional programmes curricula and the development strategy were prepared at the same period, it shows a lack in the coordination at a management level and on the future vision of the institution, which the teams also considers a **weakness**. There is a lack of organization of joint programs. The institution does not have action plans to stimulate mobility and the majority of academic staff in master programs are not involved in research and mobility. The review team recommends the University College to 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. Subsequently the Strategic Development Plan 2018-2023 should be revised in coherence with the overall programmes that UCW is offering and the future vision of the institution, including the professional ones. In order to improve its study programmes, the institution should benefit more from external evaluation based on peer exchanges or projects' collaboration at a national or international level. The joint programmes might be an objective for the future. The review team recommends to stimulate academic staff and student mobility and the students should be more involved in research and mobility internationally, in order to improve the **weakness** of low mobility of staff and students. The review team did not identify any action being taken.

UCW **substantially** meets the standards of Teaching, Learning, Assessment and Research. The review team did not note any features of good practice in this area. As **weaknesses** it was found that the number of teaching trainings is not large despite the needs of teachers for new methods in teaching, especially regarding the professional programmes. The projects that UCW is benefitting do not have a strong research component in their activities and the output is unclear. The 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 initiative. The Strategy of Scientific Research and the "priorities" as there specified remain formal. The Review Team did not identify any action being taken on renovating the strategy and on assessing its impact. At an institutional level, the low international cooperation related to scientific research especially in master's programmes remains a weakness. UCW lacks intellectual property protection with no ethics regulation regarding research and no authenticate software for plagiarism. As **recommendations** the review team suggests that UCW should increase teaching trainings for new methods in teaching. The Strategy of Scientific Research should be renovated based on realistic key development "priorities" associated with a thorough action plan. The review team therefore recommends that scientific research priorities should be clearly defined with a focus on internationalization, cooperation and research projects. UCW should adopt an ethics code or regulation to orient staff and students and staff in research and protection of intellectual property. Departments should benefit from an antiplagiarism software to prevent possible infringements of intellectual property in research and academic activities. The review team did not identify any actions already in progress in this Evaluation Area.

The University College **fully** meets the standards of the Students and their support. The admission of students in UCW programmes is managed in line with the Statute and regulations and students (both prospective and current) are able to access clear information about the study programmes and the HEI's services. A good level of support is provided to students by academic and administrative staff, including careers advice provided through the Student Counselling Centre. The students' participation in University governance and a Student Council has been established and operational. No clear evidence was supported the policy, the procedure and the amount of scholarships awarded by the institution. The review team identified as **recommendations** the introduction of foreign language programmes to increase the possibilities of exchange with foreign students. The institution should establish a clear policy and procedure in the scholarships awarding, to avoid discrimination and unfair economic treatment among students. The review team did not identify any features of good practice or actions being taken.

Summary of findings

Good practice

The review team identified the following features of good practice:

- The setting-up of the two “Wisdom” clinics as a good practice in the engagement of the students teaching practices, lifelong training and certification and community services. [Paragraph 1.12] [Chapter III Standard II.1]
- The strong and comprehensive links with partner institutions and associates in professional skills who are able to support the UCW to the benefit of students [Paragraph 3.9/ Chapter I, Standard I.9] [Paragraph 5.9/ Chapter I, Standard III.9]

Weaknesses

The review team identified the following weaknesses:

- There is a lack of analyses of the academic and logistical capacities that would support the successful improvement and implementation of the professional programmes. Therefore, the application for new programmes is not based on a wide analysis of the institution, its capacities and the feedback of the previous evaluations, which could envisage the HEI to have a better approach for its future development. [Paragraph 1.3/ Chapter 1 Standard 1.1]
- The professional orientation of the University College is not included in the strategic development pillars of the Strategic Development Plan 2018-2023. Since the professional programmes curricula and the development strategy were prepared at the same period, it shows a lack in the coordination at a management level and on the future vision of the institution. [Paragraph 3.3/ Chapter I, Standard I.3], [Paragraph 3.1/ Chapter I, Standard I.1]
- 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. [Paragraph 3.10/Chapter I, Standard I.10] [Paragraph 1.16/ Chapter III, Standard III.2] [Paragraph 3.4/ Chapter I, Standard I.4]
- The number of teaching trainings is not large despite the needs of teachers for new methods in teaching, especially regarding the professional programmes [Paragraph 4.5/ Chapter 1, Standard II.4].
- The projects that UCW is benefitting do not have a strong research component in their activities and the output is unclear. The review team found 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 initiative. The Strategy of Scientific Research and the “priorities” as there specified remain formal. The Review Team did not identify any action being taken on renovating the strategy and on assessing its impact. [Chapter II Standard I.2; Chapter II standard I.4; Chapter II standard I.5]
- At an institutional level, the low international cooperation related to scientific research especially in master’s programmes remains a weakness. [Paragraph 4.8/Chapter II Standard I.3]

- UCW lacks intellectual property protection with no ethics regulation regarding research and no authentic software for plagiarism. [Paragraph 4.11/ Chapter II Standard I.8]

Recommendations

The review team identified the following recommendations:

- The University College 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. Subsequently the Strategic Development Plan 2018-2023 should be revised in coherence with the overall programmes that UCW is offering and the future vision of the institution, including the professional ones.
- In order to improve its study programmes, the institution should benefit more from external evaluation based on peer exchanges or projects' collaboration at a national or international level. The joint programmes might be an objective for the future.
- The review team recommends to stimulate academic staff and student mobility and the students should be more involved in research and mobility internationally.
- UCW should increase teaching trainings for new methods in teaching with different cycle study programmes.
- The Institution should renovate its Strategy of Scientific Research based on realistic key development "priorities" associated with a thorough action plan. The review team therefore recommends that scientific research priorities should be clearly defined with a focus on internationalization, cooperation and research projects.
- UCW should adopt an ethics code or regulation to orient staff and students and staff in research and protection of intellectual property. Departments should benefit from an antiplagiarism software to prevent possible infringements of intellectual property in research and academic activities.
- The establishment of a clear policy and procedure in the scholarships awarding, to avoid discrimination and unfair economic treatment among students.
- The introduction of foreign language programmes is recommended to increase the possibilities of exchange with foreign students

Affirmation of action being taken

The review team affirms the following actions already in progress:

- The setting up of the Business Advisory Board as a sign of UCW commitment to create a closer curriculum approach to the job market. [Paragraph 1.7/ Chapter II Standard I.3], [Paragraph 3.9/ Chapter I, Standard I.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 **fully** met.
3. The Standards for the Curriculum are **substantially** 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 reviewers recommend to the Accreditation Council that at University College “Wisdom” the State Quality Standards are **substantially** met.

Evaluation Area 1: The Organisation and its Management

1.1 UCW operates as a higher education institution, established with the Decision of the Council of Ministers No.672, dt. 27/09/2006 **[Annex 2.13- DCM]**. It was founded by the Company “Wisdom” L.t.d in 2006; in 2008 the Council on Ministers granted the right to develop full-time study programs of the first cycle. In 2011 the Order no 412, dt 25.08.2001 of the Minister of Education and Science, approved its reorganization as a non-public HEI with two faculties. The entrance in force of the Law on Higher Education in 2015, gave it the status of a University College. **[Annex 1.2 p. 1 UCW operates in the fields of justice, economics and social sciences, and those of the applied research, creative activities and services in the respective teaching domains]** It functions in accordance with the principles of its Statue, approved in 2017 by the Academic Senate and the Board of Administration and the Regulation of UCW and the Teaching Secretariat **[Annex 1.01 and Annex 1.02]**. Both main documents are drafted in accordance with the legislation on higher education in Albania and aim to guarantee the principles of academic freedom and to regulate the teaching, scientific and administrative activity in accordance with its mission and objectives. **[SER p.10] Chapter III Standard I.1**

1.2 The University’s academic structure is delivered through the provisions of the HEL, the bylaws in force and the Statute. The latter defines UCM as a non-public higher education institution entitled to choose freely its structures, legal bodies and its staff. It also entitles the institution to choose study programs and define research domains that suit its strategic development. **[Annex 1.01, Art..8] Chapter III Standard I.1**

1.3 UCW was created at the request of “Wisdom” Ltd Company, which is responsible for the full operations, administration and finances of the UCW. **[M.8]** The relationship between them is held through the Administration Board, whose membership includes the Company Administrator. **[Annex 1.01 Art. 35]** The Academic Senate is the highest academic collegial decision-taking body. It is chaired by the Rector and meets regularly. Its membership includes eleven full-time academic staff and two students. **[Annex 1.01 Art. 14]** The Academic Senate is responsible for developing policies and making decisions in all matters related to teaching and research. **[Annex 1.05] [Chapter III Standard I.2] [Chapter II Standard I.3]**

1.4 The Administration Board is the highest administrative body, while the Administrator is an administrative authority. The Administrative Board formulates the criteria for the allocation of resources including financial, materials and human resources, and submits them for approval to the Higher Board of “Wisdom” Company L.t.d, which approves the budget and investment plan. **[Annex 1.02, Art.27/ Annex 2.26/ M8] [Chapter III Standard I.2] [Chapter II Standard I.3]**

1.5 The academic authorities are the Rector, the heads of faculties and the heads of departments. Other collegial bodies are the Rectorate **[Annex 1.04]**, the Decanate, the Council of Ethics **[Annex 1.10]**, the IQAU **[Annex 1.09]**. These collegial bodies manage top-down and bottom-up management of the administrative, financial and student affairs, according to the respective duties and tasks, stated in the Statute. They meet regularly and the Rectorate monitors the implementation of their proposals. The Statute defines roles and duties of each **[Annex 1.02, Art. 9/ Annex 1.01, Art. 1-18]. [Chapter II Standard I.3]**

1.6 The Council of Ethics is also a collegial decision-taking body which promotes and examines issues related to ethics in teaching, research processes. It also promotes the behavior of the academic staff. **[Annex 1.02 Art.19/ Annex 1.10/ Annex 2.14]**

The IQAU is another permanent structure, whose members are appointed by the Academic Senate, **[annex 2.16]** in charge of the development of basic rules and principles to guarantee the IQA **[Annex 1.02, Art. 20/ Annex 1.09] [Chapter II Standard I.2] [Chapter II Standard I.3]**

1.7 UCW has a Student Council which operates on its regulation **[Annex 1.22]** and is elected by the students themselves. **[Annex 5.15-5.17]** The Head of this council is also the students' representative in the Academic Senate.

UCW has also set up a Business Advisory Board **[Annex 2.62] [M3]** The review team considers the newly set-up Business Advisory Board **an affirmation** of the UCW commitment in approaching job market needs in its academic offer. UCW operates a clear distribution of roles and functions, vertical structures of decision making for administration, financial and student affairs. The management of academic affairs and research is based upon decision-making systems and policies detailed in the Statute and regulations. **[Annex 2.15] [Chapter II Standard I.3]**

1.8 UCW offers its academic provisions through two main units, respectively the Faculty of Law and the Faculty of Economics and Social Sciences. Each faculty is composed of two departments and one scientific research and foreign affair unit.**[Annex 1.02, Art. 9]** They offer 2-year professional programs, bachelor and master of science study programs. With the requirements of the new by-laws, starting with the academic year 2020-2021, it will offer an integrated study program in "Law".

Each faculty is headed by the Dean. The Dean's Office is a collegial decision-taking body that operates according to the provisions of the UCW Statute and Regulation. **[Annex 1.01 Art.25/ Annex 1.07]** The Department is basic unit in charge of the development of the teaching and research activity of the faculty. It is responsible for the study programs and its UCW encourages constructive debate; the meeting with the academic staff reflected the above in several forms of communication about the curriculum, enrollments, student evaluation, and financial matters. **[M5] [Chapter III Standard I.2], [Chapter III Standard II.1] , [Chapter III Standard II.3]**

1.9 UCW respects its autonomy limits in line with its supporting structures" The Research and Development Institute Wisdom **[Annex 2.18]**, the Legal Clinic Wisdom and the Psychology Clinic Wisdom **[SER p. 12]. [Chapter III, Standard I.4].**

1.10 The UCW Strategic Development Plan defines the promotion of the rules of ethics in teaching and research and the academic freedom and autonomy in line with national and international legal frames. **[Annex 1.3 p.4]** It also defines quality assurance and its mechanisms an integral part of the institutional management and the internationalization policies **[Annex 1.3 p.11/ Annex 1.09/ Annex 2.17]** UCW has appropriate mechanism in place to formulate and review its strategic plan. It has produced its Strategic Development Plan for 2018-2023 to underpin its domains of progress in line with its mission and purpose of the University. The plan, which was discussed by the staff **[M5/ M3]** and approved by the Academic Senate, sets appropriate objectives and strategies and identifies key priorities of

development in organization, staff, students, research and infrastructure domains. **[Annex 1.03]** Following the recommendation nr.4 of the previous institutional accreditation, UCW has also designed a Strategy of the Scientific Research 2018-2020. **[Annex1.06]** The Units of Scientific Research and Foreign relations monitor its implementation and report on the research activity and work plan of the respective main units. **[Annex 4.05] [Chapter III Standard I.5]**

1.11 UCW publishes and submits its annual report to the MEYS according to the Law on Higher Education each year. The report is drafted by a group which is set up by decision of the Rector **[Annex 2.19]** The report is disseminated and discussed at the Academic Senate with an open meeting with the academic staff. It includes information about the teaching activity, the human resources and the financial situation of the UCW. It enhances internal and external quality assurance mechanisms. **[Annex 2.20] [Chapter III Standard I.6]**

1.12 UCW has established appropriate structures to accomplish its mission and purpose, the organization and management structures are detailed in the Statute, in the Regulation of UCW and in the Strategic Development Plan; they act in compliance with the Albanian legal framework. **[Annex 1.01/1.02/1.03]** The Academic Senate and the Rectorate operate with full autonomy in line with their respective regulations **[Annex 1.05/ Annex 1.04]** and its staff enjoys full academic freedom. **[Annex 1.01 Art.21/ M5]** Each faculty has three basic units, out of which two are departments. Each department meets the legal criteria on the number and qualification of the staff. **[Annex 1.01/Annex 1.07/Annex 1.08]**

UCW also manages two other structures in support of its academic activity: The Legal Clinic “Wisdom”, set up in 2016, as a non-profitable organization, aims to offer firsthand experience to the students of the Faculty of Justice. <https://wisdom.edu.al/Klinika-ligjore/> **Annex 2.89]** and the Psychological Clinic “Wisdom” which serves also as a training center for students of the psychology at the Faculty of Sciences **[M6]** The later offers low-cost services to the UCW students and staff as well as the community. <https://wisdom.edu.al/klinika-psikologjike-urtesia/> **Annex 2.99]** The review team considers the setting up and the function of these clinics, **a good practice** in the engagement of the students teaching practices, lifelong training and certification and community services. **[Chapter III Standard II.1]**

1.13 UCW manages an official website, <https://wisdom.edu.al/> continuously updated with information about the activity of the college **[M4/ Annex 1.17]. [Chapter III Standard II.1]**

1.14 All UCW decision-making bodies provide forums for relevant discussions, and staff have opportunities to contribute to the decision-making processes in accordance with the Statute and deliberative reporting structures.**[M3/ M5]** Each department enables its academic staff to be involved in decision making processes and discussions of the above are evidenced in the protocols.**[Annex 5] [Chapter III Standard II.3]**

1.15 UCW practices with the market are evidenced-based and follow education and administration practices of the institutions with whom it partners. UCW Strategic Development Plan focuses on the development of the country in the fields of law, economy and psychology. **[Annex 1.03 p.4]** UCW has set up its Business Advisor Board as a structure to bridge the college supply and the market needs. **[Annex 2.62]**

To accomplish this mission the UCW conducts market research at the faculty level. **[Annex 2.22]** Each faculty has a center of Scientific Research and Foreign affairs, whose function also covers the market research and regional development information. **[Annex 2.23/ Annex 4.01/ Annex 4.02]** This structure publishes its findings in the Annual Activity Plan of the Unit **[Annex 4.03/ Annex 4.04]** Market research is carried out in the licensing phase of the study program **[Annex 2.22]** and business actors are also involved **[Annex 2.11]**

The Career Counseling Specialist and Student Life also organizes meetings with alumni **[Annex 5.01- 5.03]** <https://wisdom.edu.al/specialist-i-karrieres-dhe-jetes-studentore> and provides information about scholarships, internship opportunities, career fairs and open lectures. All of the above are managed and coordinated in line with the Marketing Policy of the institution, compiled in line with the fair competition in the educational market in Albania. **[Annex 1.19/ M6/M9/Site visit] [Chapter III Standard III.1 Chapter III Standard III.2]**

1.16 UCW has developed a cooperation strategy on collaboration and partnership at a regional, national and international level, which is envisaged in the Strategic Development Plan; the later defines priorities on the partnership agreement implementation in national and international cooperation, designing study programs pursuant the labour market demands and on developing employment policies with the business world for graduated students as key objectives of the strategic development of the UCW. **[Annex 1.03 p.17]** The college has 107 cooperation agreements with universities, academies, private companies, law firms, non-profit organizations, and state institutions, most of which relate to the student internship implementation **[SER p.15/ Annex 4.13]** Each main unit reports on the implementation of the agreements periodically **[Annex 4.06-4.08]**, which the team considers an example of **good practice** in the enhancement of the open strategy of collaboration and partnership. It, however, is not a member of any university association yet in order to enlarge its scope of higher education project application and implementation, mobility, joint programs and international research **[Chapter III Standard III.2 Chapter III Standard III.3]**

1.17 UCW has built mechanisms of relations with the business sector, the labour market such as the agreement with the Europe Agency to provide abroad employment for graduates **[Annex 4.13]** It also collaborates with law firms, non-profit organizations and private companies to provide student internship opportunities. The SER provides a significant list of the institutions providing fieldwork opportunities for UCW students, which was supported by the meeting with the stakeholders in the review visit **[Annex 2 p. 16/ M6]**. Labor market orientation is provided through cooperation with the business community, including chambers of commerce, foundations and enterprises, law firms, notary offices, real estate companies, etc. **[Annex 4.07, Annex 4.08] [Chapter III Standard III.3]**

1.18 UCW encourages its staff mobility for study and research purposes.**[Annex 6]** Underpinned by a strategic priority UCW organizes research events for students and staff in a national and international level. Students are also encouraged to participate in international trainings. **[Annex 2.25]** Company “Wisdom” L.t.d. supports financially the arrival of foreign lecturers as “Visiting professors” from Western Universities. **[Annex 2.26- Annex 2.30/M3]. [Chapter III Standard III.4]**

1.19 The responsibilities for the organization and management of the UCW are clearly set out in the University Statute and Regulations. UCW also defines development priorities in its

Strategic development plan. The role and function of the decision-taking bodies and administrative structures is realized in line with the provisions of the above legal frame. UCW has set up a functional frame of labor market mechanisms and the review team considers the setting-up of the two “Wisdom” Clinics as **a good practice** in the engagement of the students teaching practices, lifelong training and certification and community services. UCW also applies a wide range of partnership agreements and each main unit reports on the implementation of the agreements periodically, which the team also considers an example of **good practice** in the enhancement of the open strategy of collaboration and partnership. The review team did not identify any weaknesses/recommendations. It considers the setting up of the Business Advisory Board as an **affirmation** of UCW commitment to create a closer curriculum approach to the job market.

Findings

Good practice

The review team identified the following features of good practice:

- The setting-up of the two “Wisdom” clinics as **a good practice** in the engagement of the students teaching practices, lifelong training and certification and community services. [Paragraph 1.12] [Chapter III Standard II.1]
- UCW also applies a wide range of partnership agreements and each main unit reports on the implementation of the agreements periodically, which the team also considers an example of **good practice** in the enhancement of the open strategy of collaboration and partnership. [Paragraph 1.16] [Chapter III Standard III.2 Chapter III Standard III.3]

Weaknesses

The review team did not identify any weaknesses in relation to this Evaluation Area.

Recommendations

The review team did not make any recommendations in relation to this Evaluation Area.

Affirmation of action being taken

The review team affirms the following actions already in progress:

- The setting up of the Business Advisory Board as a sign of UCW commitment to create a closer curriculum approach to the job market. [Paragraph 1.7/ Chapter II Standard I.3], [Paragraph 3.9/ Chapter I, Standard I.9]

Judgement

The Standards for the Organization and its Management are fully met.

Evaluation Area 2: Resourcing

2.1 The organizational structure of UCW is published in its website [<https://wisdom.edu.al/orgranigrama>] The recruitment of the academic, the assistant academic and administrative staff is governed by clear guidelines set out in the UCW Statute [Annex 1.01 Art. 45, 49, 53 and 54] and are managed in compliance with the Law on Higher Education and the Labour Code. Proposals and criteria of vacancies are designed by the basic units and are announced by the Office of Human Resources Career Counselling and Students Life in the UCW website [<https://wisdom.edu.al/zyra-e-burimeve-njerezore-1>] [M5/M8/ Annex 2.66] The Dean of the main unit approves the criteria [M8] Staff is selected through competition following their compliance with the job requirements, by an *ad hoc* commission, chaired by the Dean. The final appointment is made by the Rector. Winning candidates are hired upon signing a 3-month to 1-year contract. [Annex 2.66] Contracts for the administrative staff are signed by the UCW Administrator. [Annex 2.60] [Chapter III Standard IV.1]

2.2 UCW consists of 52 academic staff of which 43 are full-time; it also has 18 academic assistant staff of which 17 are full-time. [Annex 2.13] 12 of the 21 full-time academic staff hold academic qualifications, 4 are in qualifying process and 5 are assistant lecturers. [Annex 2.23/ 2.31] They are involved in joint academic and socio-cultural activities [SER, p.18] UCW has arranged to create internal structures for the evaluation and promotion of its staff in line with the provision of the Academic Statute on the rights and duties of the academic staff. [Annex 1.01 Art. 48] Clear policies and procedures are in place for the periodic assessment and evaluation of academic staff performance. Activities include observation of learning and teaching and annual assessment which aim to help staff evaluate and improve their performance and support professional development. Student feedback through surveys are also utilised to identify good practices and key areas for individual as well as broader staff development. IQAU assessment is also based on self-assessment reports of each lecturer. [Annex 2.32/ Annex 2.33/ Annex 2.34/ Annex 4.05/ Annex 2.35/ Annex 2.36] Annual staff evaluation provides individual staff with more informal feedback on their performance, whilst performance assessment is used in relation to recommendations for the promotion or continuation of employment. [M3/M5/M8] Feedback of the performance assessment reports is given in line with respecting the “Law on data protection”. [Chapter III Standard IV.3]

2.3 As appropriate, staff is encouraged by UCW to participate in international projects and activities including graduate programmes and partner institutions particularly those in Europe as part of the University's strategic plan to increase the number of staff with PhDs from institutions outside Albania. [<https://wisdom.edu.al/cultural-studies-in-business>] Invited staff and guests professors are encouraged to bring their experience in the UCW and to increase the academic exchange opportunities for full – time staff. [Annex 2.26-2.30] *Participation in international projects remains still modest and in spite of staff commitment to such engagements, the Departments of Research and Foreign Relations should enlarge their focus of international capacity building and staff/student mobility projects.* [Chapter III Standard IV.3]

2.4 Clear and comprehensive regulations are in place which define key responsibilities for identified roles. These range from the Rector, Administrator, Deans and Heads of Department to teaching and support staff, including job descriptions. **[Annex 1.01/ Annex 1.02]** There is a clear code of behaviour included in the Code of Ethics **[Annex 1,10]** and also a quite various set of regulations on relations with students, **[Annex 1.11]** on human resources, career counselling, **[Annex 1.14]** The Statute also defines the legal frame with explanations of what constitutes misconduct and possible penalties. **[Annex 1.01 Art. 55]**
Chapter III Standard II.2

2.5 UCW has defined procedures for the management of its own financial resources, being a non-public academic institution. **[Annex 1.01 Art. 35-36]** The Academic Statute defines proper roles of the financial administrative structure namely: the Administration Board, the Administrator, Office of Finances and the Office of the Human Resources.**[Annex 2.20]** They are responsible for monitoring expenditure and for ensuring appropriate policies and procedures are complied with the legal frame. Income is generated by tuition fees mainly. **[Annex 1.01 Art. 33, Art. 37/ Annex 2.42]** The Finance Office is in charge of maintaining financial documents and keeping the balance sheet. **[Annex 2.40/ 2.41]** UCW is subject to annual audit by a financial expert and control by tax authorities. **[M2/M8]** **[Chapter III Standard VI.1/ Chapter III Standard VI.2]**

2.6 The Board of Directors guarantees the financial stability of the UCW; the Administrator of the “Wisdom” L.t.d. Company is also a member of the Board. **[M2]** **[Annex 2.43]**. The Academic Senate approves the annual budget based on the annual report plan of the Rectorate. **[M2]** Financial statements and reports on expenditures and revenues are provided each academic year; meeting with the teaching staff confirmed that departments are involved in the design of the annual budget plan by presenting their financial needs to the respective higher offices.**[Annex 2.26]** **[Chapter III Standard VI.1/ Chapter III Standard VI.2]**

2.7 UCW operates on information management system of IT and IT specialist. The aim is to keep data about the academic, administrative and financial activity safe. **[Annex 1.02, Art. 113]** The electronic communication takes place via, the official web publications, laboratories, online electronic catalogue, online library, electronic papers and telephone. The Student’s Portal on the website provides personal access to the students and staff about lecturers, assessment, courses, bookstore literature, notifications, etc. It is used to record the student data, and to provide staff and students with access to teaching services and learning material. **[M4/M5/M9]/ [Site tour]**

The institution has a public information policy **[Annex1.18]** Its official website **[<https://wisdom.edu.al/>]** displays information about the academic offer, organizational structure, legal frame, academic activities, online library and student’s portal, contact information, etc. Access to Proquest, CiBiss.AL is also available to students and staff **[Annex 2.45 and 2.44]** **[Site Tour- UCW Library]** **[Chapter III Standard VII.1 and Standard VII.2]**

2.8 Students and staff have access to projectors in the classrooms **[Annex 2.47]** The latter provide internet access. UCW provides a laboratory for the English language tests, which is also available to ICT classes of all study programmes. **[Site tour]** The library is also a

laboratory where students can access computers. Photocopies, printers and scanners are also available in the premises **[Ibid.] [Chapter III Standard VII.2]**

2.9 The campus of UCW is situated in two rented buildings; respectively Building A five floors and Building B four floors offering standard space for academic activities, the library, offices and laboratory. The study and internship space for students and the teaching and research space for staff, complies the legal frame. **[Annex 2.49/ Annex 2.56] [Site visit]** Property management of UCW is handled by the Administrative Board. **[Annex 1.01 Art. 33/ Annex 2.50]**. Management of the resources, facilities, premises and the administrative activity is overseen by both the UCW Administrator and the “Wisdom” Company Administrator. The former also supervises the maintenance of the didactic and research equipment, including the library, and the fulfilment of the equipment needs of the units. **[Annex 1.01 Art. 37] [M2/M3]** The staff is provided with working space and facilities and faculties make use of the offices and one conference room. **[Annex 2.56] [Site tour]** PCs, laptops and internet access are provided to staff offices. Three is the maximum number of the people working in an office. **[Annex 2.59] [Chapter III Standard VII.3 and Standard VII.5 and Standard V.1]**

2.10 Regulations are in place to ensure records and archives of information are kept. Maintaining and storing academic documentation is the responsibility of the Coordinator of the UCW **[Annex 1.02 Art.116]** in coordination with the Archive Office and the Teaching Secretariat **[Annex 1.02]** Student files are kept in hard copy and contain information such as the application form, study contracts, evaluation data, graduation information in line with the legal frame. The Coordinator also maintains students’ registers, contact details, school diplomas and grades achieved from the enrolment to the graduation **[Site tour], [M9]** UCW stores in its library publications of its staff in Wisdom Press **[Annex 2.22]** whose publication criteria and procedures are preserved by the Scientific Board. **[Annex 2.53] [M5/M8]** The library has a fund of books hardcopy in Albanian and English language, covering fields of law, economics, business, psychology, **[Annex 2.24/ 2.66/]** and access to online sources **[Annex 2.64]** It enriches its bookstore through annual purchases proposed by the departments and approved by the Board of Administrators. **[Annex 2.55] [Site visit]** The expertise of its staff is made available to the market in the form of consulting services, legal advice, through the partner Company Wisdom Lt. **[SER]**
[Chapter III Standard VII.4 Chapter III Standard VII.6 Chapter III Standard V.2]

2.11 UCW has clear systems in place to manage its responsibility for resources, infrastructure and the needs of staff and students. Staff recruitment is managed by the Human Resources Office, in cooperation with the departments and faculties. Its financial resources are managed by the Board of Administrators and staff needs are answered. The University operates a well-defined system for managing its data and student information, ICT equipment use and library bookstore provision.

Findings

Good practice

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

Weaknesses

The review team did not identify any examples of weaknesses.

Recommendations

The review team did not identify any examples of recommendations:

Affirmation of action being taken

The review team identified no affirmation for the evaluation of the Area.

Judgement

The standards for Resourcing are fully met.

Evaluation Area 3: The Curriculum

3.1 The UCW offers study programmes in accordance with Albanian legislation in higher education and its mission. Currently, the institution provides four bachelor programmes, four master programmes, four two-year professional study programmes and one integrated study programme that is starting this academic year [2020-2021]. Details of the programs, for example aims, objectives, course structure and credit values are available. The study programs are known by the public, by the high school graduates and by all those concerned. Students as well confirmed that they have access to all the programmes information that they need, both before and during the course, through the website. **[M4]** The study programs comply with the legislation on higher education in Albania and bylaws, the Statute **[Annex 1.01, chapter II]**, Regulation of UCW and teaching secretariat **[Annex I.02, Chapter VI]**, as well as the relevant regulations for each of the study programmes **[Annex 3.01/Annex 3.02/Annex 3.03]**. Study programs are understandable and indicate what a student is able to do succeeding graduation **[Ibid.]**. The institution has established the Commission for the Progress of the Activity and the Curriculum specifically to monitor the curriculum enhancement **[Annex 1.01, Chapter II, Article 13, point g/Annex I. 13]**. The Review team did not identify any analysis of the academic and logistical capacities that would support the successful improvement and implementation of the professional programs. This particularly refers to the lack of analyses in the application for the professional programmes, beside the valid market study on the areas where the new programmes operate **[Annex 2.11/Annex 2.22]**. The Review team finds that the application for new programmes is not based on a wide analysis of the institution, its capacities and the feedback of the previous evaluations, which could envisage the HEI to have a better approach for its future development, which the team considers a **weakness**. It is **recommended** that the University College 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. This needs to be reflected also in the future Development Strategy of the Institution. 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. **Chapter 1, Standard 1.1**

3.2 The study programmes offered by the UCW are full-time only [**Annex 1.02, Article 43**]. The study programmes in the UCW offer the possibility for students to pursue further studies and experiences. Self-evaluation mechanisms within the Institution from students and academic staff help the improvement and further enhancement of the study programmes [**Annex 2.33/Annex 2.35/ Annex 2.36**]. However, it seems there is no external evaluation at a national or international level based on institutional exchanges or projects' collaboration. In reference to the Alumni UCW does not enable further qualification prospects for its alumni. The cooperation of the University College with its alumni in this aspect is weak, but the institution has succeeded to fulfil the training needs of the students as confirmed during the meeting with the partners [**M.8**]. **Chapter 1, Standard 1.2**

3.3 Programmes are organized in accordance with the goals and mission of the institution [**Annex 1.03**]. In the 2018-2023 strategy, the UCW has envisioned the formation of qualified individuals through a qualitative education, integrated with valuable scientific research, use of the best achievements of science, as well as partnerships with the domestic and international labour market.

Furthermore, the orientation on the two-year professional programmes show that UCW is attentive to the labour market study. However, the professional orientation of the University College is not included in the strategic development pillars of the Strategic Development Plan 2018-2023. Since the professional programmes curricula and the development strategy were prepared at the same period, it shows a **weakness** in the coordination at a management level and on the future vision of the institution. It is **recommended** to review the Strategic Development Plan 2018-2023 in coherence with the programmes that UCW is offering and the future vision of the institution. **Chapter 1, Standard 1.3**.

3.4 The programmes are designed in accordance with the Bologna process in respect of structure, level and credit values and are in harmony with the National Strategy for Development and Integration [2015-2020] and in coordination with MESY [**Annex 1.01**]. Modules are assessed in accordance with the European Credit Transfer System [ECTS] [**Annex 3.05**]. Proposals for new study programs or their revision are initiated at department level and developed in conjunction with the Commission for the maintains of the academic activity and curriculum. Proposals are then sent to the relevant faculty for approval and are given final approval by the Academic Senate. The UCW is committed in involving different stakeholders such as academic staff, field specialists, peer institutions and business representatives in order to improve curricula and identify the needs of the labour market. There is a tendency for expansion and internationalization [**Annex 4.07/Annex 4.08**] through the invitation and presence of foreign lecturers in specific programs [**Annex 5.26**], but there is a lack of organization of joint programs. **Chapter 1, Standard 1.4**.

3.5 The capacity of the UCW in terms of infrastructure, staffing and finance are considered to fulfil the academic needs of the institution, although there is no specific analysis on that. 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) [**Annex 2.31**]. The teaching load includes lectures, seminars, exercises, laboratories and

professional practices, defined for each discipline or formative activity in the curricula of the study program **[Annex 2.65]. Chapter I, Standard I.5**

3.6 The content of study programmes, for example curricula and syllabi, are available to students and accessed by them easily in departments **[Annex 3.07/Annex 3.08/Annex 3.09]**. 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 **[Annex 1.01, Article 66]**. Short information about programmes, including policies and regulations on academic integrity, are approved by the Academic Senate and published on the website **[Annex 2. 67]**. Students are informed about programmes by lecturers during the initial weeks of their course. **[Chapter 1, Standard 1.6]**

3.7 The four bachelor programmes are intended to provide students with the basic knowledge, general analytical skills and specific abilities needed for employment or for progression to masters' level. All bachelor programs are organized with at least 180 ECTS. The program is organized in such a way as to prepare and enable students for employment or study in their areas of interest. The UCW offers credit transfer opportunities between programmes at the same level in other higher education institutions **[Annex 1.08]**. Students are provided with information about post-graduation opportunities and practical data on recognition and validation of the diploma home and abroad. Students confirmed that the bachelor program prepares them for employment and eventual progression to masters' level study outside the UCW **[M4]. [Chapter I, Standard I.7]**

3.8 The UCW pursues a supportive policy to enable students to get used to the academic environment. Through the teaching secretariat, the IT office, the Office of Human Resources, Career Counselling and Student Life and any other structure of the institution, students are supported to the services and career counselling **[Annex 1.14]**. As confirmed during the visit some categories of students, such as students with insufficient income, students from some social categories, or students with very good results, scholarships are granted to facilitate the attendance of study program **[Annex 2.93/SER p.26/ <https://wisdom.edu.al/en/wisdom-scholarships>]**. The policy, procedures and type of scholarships are unclear. UCW gives priority to employing academic staff with a good research profile both in Albania and abroad. Academic staff use different teaching methods and are responsible for improving and developing further depending on students' interests. **[Chapter I, Standard I.8]**

3.9 Second cycle study programmes aim to deepen knowledge, enlarge it, and orient students on more practical competencies in the achievement of scientific goals. Master of Science are organized with 120 ECTS and 300 ECTS (an integrated degree) with strong research profiles. **[Annex 3.05.01-08/Annex 3.06.01-0 8]**. Master of Science programs aim to support research policies. On this purpose the HEI has established the Business Advisory Board as a body that aims to bring the expertise of employers and labour market trends in the country and beyond **[Annex 2.62]**, which the team considers **a good practice** in support of the one reflected in paragraph 1.7 of this report. All second cycle study programmes including professional practice supported by agreements with other institutions such as state and private institutions, businesses and research institutions **[M6, M8]**. 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 professional

skills such as Municipality of Tirana, Chamber of Commerce and Industry and Ministry of Justice [Annex 4.13]. [Chapter I, Standard I.9]

3.10 Study programmes are aligned to the Bologna process and are evaluated in credits under the European Credit Transfer and Accumulation System [ECTS], credits earned at the UCW and abroad are recognised in the Regulations [Annex 3.01/Annex 3.02]. Students may transfer their studies to the UCW, 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] [SER p.28/Annex 2.68]. The diploma supplement of all UCW study programs is prepared and expressed in two languages, Albanian and English [Annex 3.09]. Study programmes aim to provide mobility in an international context, but the institution has not a detailed action plans to stimulate mobility. Review team identify a **weakness** in the fact 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. The review team therefore **recommends** to stimulate academic staff and student mobility and the students should be more involved in research and mobility internationally [Annex 6]. [Chapter I, Standard I.10]

3.11 The integration of practical application and theoretical knowledge within study programmes is achieved through case studies, laboratory work, practical assignments and projects, professional practice and the final thesis [Annex 2.72/Annex 2.73]. The study programmes have a normal distribution among the academic activities as requested in DCM 41.2018. 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 [Annex 2.58]. [Chapter I, Standard I.11; Chapter I, Standard I.12]

3.12 The University College study programs are designed in accordance with the directions of meeting national quality standards, respecting the requirements of laws and bylaws. The study programs are designed with reference to the demands of the labour market and reflect the flexibility of this market. The curriculum has clear study and training objectives. As a **good practice** UCW has built strong and comprehensive links with partner institutions and associates in professional skills who are able to support the students. As **weaknesses** the review team found a lack of analyses of the academic and logistical capacities that would support the successful improvement and implementation of the professional programmes. Therefore, the application for new programmes is not based on a wide analysis of the institution, its capacities and the feedback of the previous evaluations, which could envisage the HEI to have a better approach for its future development. The professional orientation of the University College is not included in the strategic development pillars of the Strategic Development Plan 2018-2023. Since the professional programmes curricula and the development strategy were prepared at the same period, it shows a lack in the coordination at a management level and on the future vision of the institution, which the teams also considers a **weakness**. There is a lack of organization of joint programs. The institution does has not action plans to stimulate mobility and the majority of academic staff in master programs are not involved in research and mobility. The review team recommend the

University College to 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. Subsequently the Strategic Development Plan 2018-2023 should be revised in coherence with the overall programmes that UCW is offering and the future vision of the institution, including the professional ones. In order to improve its study programmes, the institution should benefit more from external evaluation based on peer exchanges or projects' collaboration at a national or international level. The joint programmes might be an objective for the future. The review team recommends to stimulate academic staff and student mobility and the students should be more involved in research and mobility internationally, in order to improve the **weakness** of low mobility of staff and students. The review team did not identify any action being taken.

Findings

Good practice

The review team identified the following feature of good practice:

- The strong and comprehensive links with partner institutions and associates in professional skills who are able to support the UCW to the benefit of students [Paragraph 3.9/ Chapter I, Standard I.9] [Paragraph 5.9/ Chapter I, Standard III.9]

Weaknesses

The review team identified the following weaknesses:

- There is a lack of analyses of the academic and logistical capacities that would support the successful improvement and implementation of the professional programmes. Therefore, the application for new programmes is not based on a wide analysis of the institution, its capacities and the feedback of the previous evaluations, which could envisage the HEI to have a better approach for its future development. [Paragraph 1.3/ Chapter 1 Standard 1.1]
- The professional orientation of the University College is not included in the strategic development pillars of the Strategic Development Plan 2018-2023. Since the professional programmes curricula and the development strategy were prepared at the same period, it shows a lack in the coordination at a management level and on the future vision of the institution. [Paragraph 3.3/ Chapter I, Standard I.3], [Paragraph 3.1/ Chapter I, Standard I.1]
- 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. [Paragraph 3.10/Chapter I, Standard I.10] [Paragraph 1.16/ Chapter III, Standard III.2] [Paragraph 3.4/ Chapter I, Standard I.4]

Recommendations

The review team identified the following recommendations:

- The University College 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. Subsequently the Strategic Development Plan 2018-2023 should be revised in coherence with the overall programmes that UCW is offering and the future vision of the institution, including the professional ones.
- In order to improve its study programmes, the institution should benefit more from external evaluation based on peer exchanges or projects' collaboration at a national or international level. The joint programmes might be an objective for the future.
- The review team recommends to 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 did not identify any action in progress

Judgement

The standards for the Curriculum are substantially met.

Evaluation Area 4: Teaching, Learning, Assessment and Research

4.1 The study programmes are based on the legal framework and in compliance with the academic plan **[Annex 3.04]**. When necessary, study programmes are revised in line with any changes in the legal framework and labour market demand. Information is published online on the official Institution website **[www.wisdom.edu.al]**. The programmes are initially drafted by the departments, and then approved by the Senate **[Annex 3.12]**. The documentation of study programmes and teaching plans is the responsibility of the departments in accordance with the requirements of the regulation of the Commission for the maintains of the academic activity and curriculums **[Annex 1.13]**. The students were generally content with teaching methods, curriculum organization, and the quality of teaching staff **[M4]**. Students can suggest curriculum modifications that are taken in consideration by the Institution **[Annex 2.61]**. UCW has signed a number of agreements with local and international companies to support internships **[Annex 2.58]**. The internship or professional practice are supervised by responsible staff who is a department appointed lecturer in line with regulations and specific procedures. **[Annex 10]. [Chapter I, Standard II.1]**

4.2 The University College has the capacity to develop teaching and learning processes in accordance with the curriculum. It provides adequate infrastructure for practical training, laboratory work, laboratory modules, practical lessons etc. **[Annex 2.56]**. Literature is sufficient; lecturers inform students about literature in Albanian, however for interested students' literature in foreign languages are made available online and in physical libraries which are functional and completed with updated literature **[Annex 2.63 /Annex 2.64]**. The library has flexible opening hours, according to students' needs and students can also borrow books **[Site Tour]. [Chapter I, Standard II.1]**

4.3 The University College provides information and data on the development of the learning process which is also published on the Internet. Information is also provided by the lecturers at the beginning of the module. At the start of each academic year, following students' registration, student codes and passwords are generated by the Administrator of the Information System and these are used to access the portal for individual student information. **[Annex 1.16]**. Examination rules and requirements are subject to institutional regulations **[Annex 2.73]**. The UCW provides students who have completed all the study requirements with the relevant diploma, with associated supplementary diploma **[Annex 3.09/Annex 3.10]**. Students are informed about the examination results by the lecturer and the papers are stored according to the regulation **[Annex 1.02]**. Complaints about exams scores and procedures are specified in the Faculty Regulation **[Ibid.]**. Students can make a complaint if they wished to do as it is specified in the regulation **[Ibid.]**. **[Chapter I, Standard II.2]**

4.4 The study programmes and curricula are kept under constant review by the University College through the Commission for the maintains of the academic activity and curriculum **[Annex 1.13]**. Each lecturer updates the content of the syllabus and it is approved by the department and faculty. The Faculty evaluate the curriculum and development during the academic year **[Annex 2.70/Annex 2.75]**. Students complete questionnaires to evaluate their programmes and the quality of teaching **[Annex 2.33/Annex 5.25]**. In syllabus improvement the contribute of Alumni or field professionals is weak **[M6]**. Heads of the Department also communicate with students if they want to make concrete proposals, or they represent their concerns through Student Council **[Annex 2.77]**. Annual analysis are carried out and detailed report are prepared that evaluates teaching [including the results of the student questionnaires], research activity and outputs. **[Annex 1.15/Annex 2.19/Annex 2.20]**. **[Chapter I, Standard II.3]**

4.5 The UCW has implemented an appropriate support structure to promote continuous teaching improvement including support, monitoring and counseling structures for the improvement of teaching quality provided by the Commission for Guaranteeing Quality Standards **[Annex 1.12]**, Quality Assurance (IQUA) **[Annex 2.16/Annex 2.79]** and main unit careers center **[Annex 1.14]**. Such structures support basic units to pursue the quality implementation of study programs, evaluate academic performance and support staff in their duties **[Annex 2.32]**. The University College also invites foreign researchers in teaching, research, conferences, workshops, etc. **[Annex 2.27]**. The review team has noted a **weakness** in the fact that the number of teaching trainings is not large despite the needs of teachers for new methods in teaching, especially in professional programmes even though the HEI has involved foreign professors in some training activities, focused on quality of teaching. UCW **is recommended** to increase teacher trainings for new methods in teaching with different study cycle programmes **[M3]**. UCW offer the necessary infrastructure for teaching, classrooms well equipped with all necessary furniture, internet access etc. **[Site Tour]**. **[Chapter 1, Standard II.4]**

4.6 The department is the core-teaching unit and it is required to plan, coordinate, develop, organise and manage teaching and research as are set out in the Statute and Regulations. Departments also evaluate the research activity as a means of fund-allocation. It does not have special fund, but get support from the Administrator in office supply, teaching material, etc. **[M2]**. Every Faculty has its own Scientific Research and Foreign Relations Unit (SR&FRU) that coordinate scientific research work for the respective faculties of the FEI

[Annex 4.01/Annex 4.02]. UCW supports the organisation of conferences, symposia, science days, workshops where academic staff present their and encourages researchers to publish their research and participate in international activities through presentations in conferences, or publications in journals. However, it seems the research is left to the individual's initiative. There is a lack of research analysis and outcomes which would help to formulate future research plans. The review team supports the institution's commitment to young researchers' involvement in research projects, but considers that a clear supportive and promotional policy is needed not only for them but also for integration for foreign researchers. The UCW allows academic staff to benefit from a paid suspension period to develop research activities as it was confirmed to the Review Team during the visit. **[Chapter II, standard I.1, Chapter II, standard I.6.]**

4.7 The UCW 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 **[Annex 4.04/Annex 4.05]**. UCW in recent years has benefited from few projects (Erasmus +, etc.), nevertheless these projects do not have a strong research component in their activities and the output is unclear. Although the Institution has a Strategy of Scientific Research **[Annex 1.06]**, its "priorities" as specified there remain formal and very general. The Review Team did not identify any action being taken on renovating the strategy and on assessing its impact. **[Chapter II Standard I.2]**

4.8 UCW has done some efforts in promoting research internationalisation. It is co-organizer of international activities or workshops, open lectures, training etc. **[Annex 2.83/Annex 2.84]**. Yet, scientific research activity is mainly based on individual activity undertaken by academic staff rather than a well-organized responsibility at institutional level. In this sense, there is still a lack of research projects, research fields or topics. The institution has increased its application for participation in research projects since the last visit, but there is no considerable progress. At an institutional level, the low international cooperation related to scientific research especially in master's programmes remains a **weakness**. The review team therefore **recommends** that scientific research priorities should be clearly defined with a focus on internationalization, cooperation and research projects. The scientific research papers of the academic staff can be published in the UCW scientific journal "WISDOM" with ISSN and an editorial board. The institution aims to increase publishing in international scientific journals with an impact factor of its academic staff through an economic reward **[M2/M3]**. **[Chapter II Standard I.3]**

4.9 Based on the last recommendation set out by QAA in the last institutional accreditation, the UCW has developed its own development strategy 2018-2020 **[Annex 1.06]**. This strategy is accompanied by documents with plan and objectives **[Annex 4.03/Annex 4.04]**. However, from the meetings it came out 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 initiative, which the team considers a **weakness**. Therefore, it is **recommended** that the HEI 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 Review team was not informed about any initiative to renew the current Strategy of Scientific Research and this action is not affirmed in the SER. The two main basic structures in the institution, which define the primary areas of scientific research,

are the Department and SR&FRU and a supporting structure, which is RDIW and research groups [Annex 2.23/Annex 2.87]. The University College declared positive financial stability although the COVID-19 situation has created economic difficulties [M2]. The academic staff declared that their needs regarding scientific research are satisfied, although it depends by individual requests and not a standardized procedure. [Chapter II standard I.4; Chapter II standard I.5]

4.10 UCW supports the organisation and participation in the conferences and workshops, where academic staff present their research [Annex 5.07/Annex 5.08]. The University college considers conference participation important in promoting the institution, both in Albania and overseas, and is particularly active in the organisation of national and international conferences. UCW encourages also the participation of the students in such conferences. [Chapter II Standard I.7]

4.11 The progress evaluation of the results in the field of research UCW has been carried out through the internal mechanisms [Annex 2.30/Annex 4.06/Annex 4.07/Annex 4.08]. UCW does not have supporting documents such as plagiarism detection in research and publishing activity. The Code of Ethics has no specific part regarding research and no specific regulation. At the same time an authenticate software for plagiarism detection in research and publishing is also **recommended**. The institution should fulfil these **weaknesses** regarding the policy for protection of intellectual property. Given that UCW performs analyses in terms of scientific research at the basic units level and also the agreements in place for the evaluation of staff, it is important to have more information so that potential problems in the field of research are properly addressed. [Chapter II Standard I.8]

4.12 The review team did not note any features of good practice in this area. As **weaknesses** it was found that the number of teaching trainings is not large despite the needs of teachers for new methods in teaching, especially regarding the professional programmes. The projects that UCW is benefitting do not have a strong research component in their activities and the output is unclear. The 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 initiative. The Strategy of Scientific Research and the “priorities” as there specified remain formal. The Review Team did not identify any action being taken on renovating the strategy and on assessing its impact. At an institutional level, the low international cooperation related to scientific research especially in master’s programmes remains a weakness. UCW lacks intellectual property protection with no ethics regulation regarding research and no authenticate software for plagiarism. As **recommendations** the review team suggests that UCW should increase teaching trainings for new methods in teaching. The Strategy of Scientific Research should be renovated based on realistic key development “priorities” associated with a thorough action plan. The review team therefore recommends that scientific research priorities should be clearly defined with a focus on internationalization, cooperation and research projects. UCW should adopt an ethics code or regulation to orient staff and students and staff in research and protection of intellectual property. Departments should benefit from an antiplagiarism software to prevent possible infringements of intellectual property in research and academic activities. The review team did not identify any actions already in progress in this Evaluation Area.

Findings

The review team did not identify any features of good practice in this Evaluation Area

Weaknesses

The review team identified the following weaknesses:

- The number of teaching trainings is not large despite the needs of teachers for new methods in teaching, especially regarding the professional programmes [Paragraph 4.5/ Chapter 1, Standard II.4].
- The projects that UCW is benefitting do not have a strong research component in their activities and the output is unclear. The review team found 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 initiative. The Strategy of Scientific Research and the “priorities” as there specified remain formal. The Review Team did not identify any action being taken on renovating the strategy and on assessing its impact. [Chapter II Standard I.2; Chapter II standard I.4; Chapter II standard I.5]
- At an institutional level, the low international cooperation related to scientific research especially in master’s programmes remains a weakness. [Paragraph 4.8/Chapter II Standard I.3]
- UCW lacks intellectual property protection with no ethics regulation regarding research and no authenticate software for plagiarism. [Paragraph 4.11/ Chapter II Standard I.8]

Recommendations

The review team identified the following recommendations:

- UCW should increase teaching trainings for new methods in teaching with different cycle study programmes.
- The Institution should renovate its Strategy of Scientific Research based on realistic key development “priorities” associated with a thorough action plan. The review team therefore recommends that scientific research priorities should be clearly defined with a focus on internationalization, cooperation and research projects.
- UCW should adopt an ethics code or regulation to orient staff and students and staff in research and protection of intellectual property. Departments should benefit from an antiplagiarism software to prevent possible infringements of intellectual property in research and academic activities.

Affirmation of action being taken

- The review team did not affirm any actions already in progress in this Evaluation Area.

Judgement

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

Evaluation Area 5: Students and their Support

5.1 The UCW has structures, policies and a procedure in place for admission of new students based on legal framework in force and criteria from the basic units approved by the senate [**Annex 1.01, article 66/Annex 2.91**]. The activities cover student recruitment and induction for organizing advisory meetings, media campaigns, career orientation days for high school graduates and orientation days for new students [**Annex 5.26/Annex 5.30/Annex 5.31/Annex 5.32**]. The UCW also uses outreach meetings, including at high schools and media campaigns to recruit students [**Annex 5.32**]. The criteria for admission, registration and rules are also defined in the Regulation of each study programme [**Annex 3.01/Annex 3.02/Annex 3.03**]. The University College is open to foreign student recruitment, but due to the lack of foreign language programmes, it is barely possible. The teaching secretariat is responsible for the registration of the students and studies transfer. The students confirmed [**M4**] that they were informed about the academic activities and duties. [**Chapter I, Standard III.1**]

5.2 The University College communicates with students and academic staff through personal emails and the students' portal [<http://portal.hstalb.xyz/>]. Students are supplied with a username and password to enter the online system. Communication can also take place through the various offices that the University has in its structure such as Commission for the relations with students, the public and coordination and Office of the Human resources, Career counselling and Student life [**Annex 1.11/Annex 1.14**]. The latter (HRCC&SL) in particular follows and supports the academic and professional progress of students, enables any information and opportunities provided by partner institutions, and providing also a Student Guide [**Annex 5.04**]. The University College uses different means for external and internal communication (web page of UCW, Facebook and Instagram page addresses. UCW holds a file for each student, containing address, email address, phone number, high school grade reports and other data, which is archived after student's graduation [**Annex 2.92**]. [**Chapter I, Standard III.2**]

5.3 The "Commission for the relations with students, the public and coordination", the "Commission for the maintains of the academic activity and curriculum", the "Office of the Human resources, Career counseling and Student life" and the "teaching secretariat" support students during their work in the University College [**Annex 1.02/ Annex 1.11/ Annex 1.13/Annex 1.14**]. 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 generally satisfied with their programs although they would prefer more practice hours [**M3; M4**]. The Student Guide is an adequate document covering student rights and duties, student transfers and disciplinary rules [**Annex 5.04**]. It does not cover assessment or complaints.

The University College offers career counseling, information on jobs, on professional practice, about trainings and workshops [Annex 5.26]. It informs students on employment opportunities, drafts the career guide [Annex 5.05]. **[Chapter I, Standard III.3]**

5.4 The UCW aims facilitation policies in tuition fees, excluding from the first cycle of Bachelor fees, students in economic difficulties, who are beneficiaries of social scholarships. However, the policy on scholarships is unclear and the document uploaded [Annex 2.93] does not describe any procedure, only an example. The SER is contradictory (Chapter I, Standard I.8 / Chapter I, Standard III.4) evidencing merit in one case and social needs in the other. Likewise, the website scholarships seem awarded on merit base, while during the meetings [M2/M4] it came out that it was not the only criteria to allocate scholarships, which is regarded a **weakness**. On that purpose, the institution **is recommended** to establish a clear policy and procedure in the scholarships awarding, to avoid discrimination and unfair economic treatment among students. UCW has supported the participation of students in social, supportive, and charitable activities and is committed to developing supportive and facilitating policies for students who engage in these activities. **[Chapter I, Standard III.4]**

5.5 The University College provides adequate basic literature for students that can use other materials from online libraries, including COBISS and PROQUEST with number of texts in Albanian and foreign language [Annex 2.44/Annex 2.45]. The library works with faculties and departments to ensure book stock is kept up-to-date. Student views on library stock are also sought. The library provides training to assist students in searching for and finding academic information online. Students noted satisfaction with the availability of texts and indicated that if printed texts are unavailable the information would be searched for online. **[Chapter I, Standard III.5]**

5.6 UCW provides students with supervision, counseling and support through various services in order to facilitate their academic progress. In order to orient students in regards to their specific study program, the institution has appointed “coordinators” in each basic unit. [Annex 3.11]. In the case when a student encounters difficulties in assimilating a specific subject, the relevant lecturer organizes specific consultations and office hours. Similarly, students are provided with advice and guidance prior to and during professional practice or placement opportunities and students are accompanied by a lecturer at their first meeting with a placement provider. **[Chapter I Standard III.6]**

5.7 The students of UCW are organized in a Student Council, which operates under a formal regulatory framework [Annex 1.22]. The Student Council is an independent body whose objective is to promote the participation of students and coordinate their representation in the governing bodies, in teaching, research and service structures. Students have their representatives in Senate. The Student Council organizes different activities and addresses problems raised by students during the academic year [Annex 5.15/Annex 5.16/ Annex 5.17]. Students are involved actively in the election of the Rector and other senior appointees and provide input to the quality assessment process. Faculty web pages have a student area. Students commented that they are content that their views are taken in consideration, and acted upon effectively where reasonably practical or appropriate [M4/M9]. **[Chapter I Standard III.7]**

5.8 The University College shows interest in its students' sports activities and cultural life. From the meeting with students, the review team identified that UCW does not have sports facilities, but students are supported to use other facilities [Annex 5.20]. The Self-Evaluation Report noted that while the Institution supports the students' cultural life, financially supported activities are rare, and discussions with students confirmed this. Students stated that they would appreciate more social activities [M4]. [Chapter I Standard III.8]

5.9 The Office of the Human resources, Career counseling and Student life plays a role in collecting and maintaining data on students' employment [Annex 2.58]. A database has been set up for this, but it is at a developing stage, but the information should come more often and it needs to be improved [Annex 8]. The Alumni members are invited to activities organized by the UCW and they get all the information they want, but still they are interested in having partner meetings more often, have them open and simple, and listen more to the UCW [M6]. The University College doesn't have a real employment policy to employ graduates from the UCW, but the good partners' network of the institution helps the institution in this task. External partners and businesses confirmed their satisfaction with the relationship they have with the UCW and most confirmed that they provide internships for students which can lead to future employment [M6]. [Chapter I Standard III.9]

5.10 The admission of students in UCW programmes is managed in line with the Statute and regulations and students (both prospective and current) are able to access clear information about the study programmes and the HEI's services. A good level of support is provided to students by academic and administrative staff, including careers advice provided through the Student Counselling Centre. The students' participation in University governance and a Student Council has been established and operational. No clear evidence was supported the policy, the procedure and the amount of scholarships awarded by the institution. The review team identified as **recommendations** the introduction of foreign language programmes to increase the possibilities of exchange with foreign students. The institution should establish a clear policy and procedure in the scholarships awarding, to avoid discrimination and unfair economic treatment among students. The review team did not identify any features of good practice or actions being taken.

Good practice

The review team did not identify any features of good practice in this evaluation area

Weaknesses

The review team did not identify any weakness in this Evaluation Area:

Recommendations

The review team identified the following recommendations:

- The establishment of a clear policy and procedures in the scholarships awarding, to avoid discrimination and unfair economic treatment among students.
- The introduction of foreign language programmes is recommended to increase the possibilities of exchange with foreign students.

Affirmation of action being taken

The review team did not identify any action in progress in this Evaluation Area

Judgement

The standards for Students and their Support are fully met.

LIST OF EVIDENCE

1. Rector's opinion on the self-evaluation report
2. Self-Evaluation Report
3. Self-evaluation report (ALB)
4. Annex 1.01 Statute
5. Annex 1.02 Regulation of UCW and the teaching Secretariat
6. Annex 1.03 Strategic Development Plan 2018-2023
7. Annex 1.04 Regulation of the Rectorate
8. Annex 1.05 Regulation of the Academic Senate
9. Annex 1.06 Strategy of Scientific Research in the period 2018-2020
10. Annex 1.07 Regulation of the Faculty of Law (FL), Department of Public Law, Department of Private Law
11. Annex 1.08 Regulation of the Faculty of Economics and Social Sciences
12. Annex 1.09 Regulation of the IQA Unit
13. Annex 1.10 Code of Ethics
14. Annex 1.11 Regulation of the Commission for the relations with students, the public and coordination
15. Annex 1.12 Regulation for the Guaranteeing Quality Standards
16. Annex 1.13 Regulation of the Commission for the maintenance of the academic activity and curriculum
17. Annex 1.14 Regulation of the Office of the Human resources, Career counseling and Student life
18. Annex 1.15 Annual report of quality monitoring and security of UCW
19. Annex 1.16 Guidelines for monitoring the structure of information technology
20. Annex 1.17 Data from the official website
21. Annex 1.18 Institution public information policy
22. Annex 1.19 Marketing policy
23. Annex 1.20 UC Library regulation
24. Annex 1.21 Full data for online platform-information technology structure-library-online
25. Annex 1.22 Regulation of the Student council
26. Annex 2.01 Decision on the establishment of the IAG for the institutional accreditation of UCW
27. Annex 2.02 Minutes of the IAG meeting
28. Annex 2.03 IAG work-plan for the institutional accreditation of the UCW
29. Annex 2.04 The QAAHE agenda on the terms of Institutional accreditation of the UCW
30. Annex 2.05 Decision of the AC, on the institutional accreditation performed by QAAHE
31. Annex 2.06 Table data on the academic activity of the institution
32. Annex 2.07 Decision on the establishment of the working group for the fulfillment of the recommendations of the QAAHE
33. Annex 2.08 3-year action plan of the working group for meeting the recommendations
34. Annex 2.09 Report on the implementation of the action-plan on meeting the recommendations
35. Annex 2.10 Report from the library on the additions of book titles after the recommendations
36. Annex 2.11 Market study and correspondence conducted with business actors
37. Annex 2.12 Decision for setting up research groups at the FESS and the FL
38. Annex 2.13 Decision of the CM No.672, dt. 27/09/2006.
39. Annex 2.14 Decision of the AS on the appointment of the Council of Ethics
40. Annex 2.15 Decision on the appointment of UCW governing bodies
41. Annex 2.16 Decision on the appointment of IQAU
42. Annex 2.17 IQAU work-plan for the academic year 2019-2020
43. Annex 2.18 Decision on the establishment of the Wisdom research and development institute
44. Annex 2.19 Decision of the Rector for the establishment of the annual report group work
45. Annex 2.20 Adopting letter of the HEI for sending the annual report to the MESY
46. Annex 2.21 Table of the scientific qualification of the academic staff
47. Annex 2.22 Market studies on the study program licensing phase
48. Annex 2.23 Table with the members of the SR& FAU faculties

49. Annex 2.24 Subscription to the Legal Journal
50. Annex 2.25 Decision of the Dep. Of Economy No. 1471, dt. 10/01/2020
51. Annex 2.26 Decision of the Administrator of the Company Wisdom for the funding of the scientific research activities
52. Annex 2.27 The agenda of the invited staff
53. Annex 2.28 Documents on the activity with guests professor 1
54. Annex 2.29 Documents on the activity with guests professor 2
55. Annex 2.30 Doc. on an agreement implementation activity
56. Annex 2.31 Tables on the numbers of the academic staff for basic units
57. Annex 2.32 Academic performance evaluation form model
58. Annex 2.33 Student questionnaire model
59. Annex 2.34 Scientific research form model
60. Annex 2.35 Semester records of the professors in the FL and FESS
61. Annex 2.36 Student report on the questionnaires in the FL and FESS
62. Annex 2.37 Calendars on the IQ control
63. Annex 2.38 IQA Control reports
64. Annex 2.39 Files of the academic staff and academic staff CV
65. Annex 2.40 Revenue and various financing in the last 3 years
66. Annex 2.41 Data from the fiancé office 2017-2020
67. Annex 2.42 Tuition fees 2019-2020
68. Annex 2.43 Budget project for the academic year 2019-2020
69. Annex 2.44 Agreement for COBIS.AL
70. Annex 2.45 Agreement with PROQUEST
71. Annex 2.46 Photos from UCW classrooms
72. Annex 2.47 Photos from the UCW Library
73. Annex 2.48 Photos of the academic staff
74. Annex 2.49 Planimetry of the buildings and information No.605, Prot., dt.19.03.2018
75. Annex 2.50 Decision on the establishment of the Board of Directors
76. Annex 2.51 WISDOM PRESS procedures and function
77. Annex 2.52 WISDOM PRESS publications
78. Annex 2.53 Format of a scientific article of the academic staff
79. Annex 2.54 Scientific publications of the academic staff
80. Annex 2.55 Report on the Library of UCW and Its current condition
81. Annex 2.56 Data of the infrastructure
82. Annex 2.57 Report on the development of the teaching practice
83. Annex 2.58 report on the internship development and student employment
84. Annex 2.59 Safety and cleaning staff employment contracts
85. Annex 2.60 IT individual contracts
86. Annex 2.61 Sample student continuous assessment form
87. Annex 2.62 Decision on the establishment of the Business Advisor Board
88. Annex 2.63 Library Report on the book hardcopies 2017-2020
89. Annex 2.64 Library report on the number of online books
90. Annex 2.65 The total workload of the academic staff 2019-2020
91. Annex 2.66 Type of employment contract for the academic staff
92. Annex 2.67 Decision of the AS on student admission quota and criteria
93. Annex 2.68 Student transfer file model
94. Annex 2.69 The teaching quality for the study programme
95. Annex 2.70 Practice accompanied by relevant reports on curriculum change
96. Annex 2.71 Decision on the Economic Department
97. Annex 2.72 Practice guide model
98. Annex 2.73 Exam Thesis (written and oral)
99. Annex 2.74 Sample on the changes of the syllabus format
100. Annex 2.75 Sample on the changes of the curriculum (relations and argumentation)
101. Annex 2.76 Sample of the syllabus improvement, literature review
102. Annex 2.77 Periodic meetings of Departments with students
103. Annex 2.78 Data on the IQAU membership
104. Annex 2.79 Decision on the appointment of the IQAU
105. Annex 2.80 Decision on the appointment of the Commission for Guaranteeing Quality and Standards
106. Annex 2.81 QA policies at UCW

107. Annex 2.82 Lecturer questionnaire model and report
108. Annex 2.83 International scientific conference sample
109. Annex 2.84 Agenda of the visiting professors
110. Annex 2.85 Publications of the Professors participating in international scient. conference
111. Annex 2.86 Open Lecture sample
112. Annex 2.87 Application of RDIW project (Alb)
113. Annex 2.88 Application of RDIW project
114. Annex 2.89 Evidence on the Legal Clinic Center and the Psychological clinic "Urtesia"
115. Annex 2.90 FL student book publication
116. Annex 2.91 Table data on students on UCW
117. Annex 2.92 A sample of the students personal file
118. Annex 2.93 Scholarship award procedures and papers
119. Annex 2.94 Documents of the book requirements by the faculties
120. Annex 2.95 Model registration card in the Library
121. Annex 2.96 Corporation agreement for the provision of the sport infrastructure
122. Annex 2.97 File on the FESS students of excellence
123. Annex 2.98 Report form the WISDOM Legal Clinic Center
124. Annex 2.99 Report from the Psychological Clinic URTESIA
125. Annex 3.01 Regulation of the second cycle study programme
126. Annex 3.02 Regulation on the bachelor program
127. Annex 3.03 Regulation on the professional character programme
128. Annex 3.04 Academic calendar
129. Annex 3.05.01-08 Curriculum of the study programmes offered at UCW
130. Annex 3.06.01-0 8 Syllabus samples second cycle sample
131. Annex 3.07 Curriculum of the bachelor in "Psychology"
132. Annex 3.07.01 Curriculum of the bachelor in "Psychology" first year
133. Annex 3.07.02 Curriculum of the bachelor in "Psychology" second year
134. Annex 3.07.03 Curriculum of the bachelor in "Psychology" third year
135. Annex 3.08.01 Curriculum of a professional study programme, first year
136. Annex 3.08.01 Curriculum of a professional study programme, second year
137. Annex 3.09 Diploma supplement sample
138. Annex 3.10 Model Diploma sample
139. Annex 3.11 decision for programme coordinator approval
140. Annex 3.12 Licensing folder of integrated programme MSc in Law (Self- evaluation folder ordinal number 334-411)
141. Annex 4.01 Regulation of the scientific research at FR Unit at FL
142. Annex 4.02 Regulation of the scientific research at FR Unit at FESS
143. Annex 4.03 Plan of scientific activities at FL
144. Annex 4.04 Plan of activities at FESS
145. Annex 4.05 Report on the progress of the scientific research progress
146. Annex 4.06 Report on the implementation agreements FESS
147. Annex 4.07 Report on the implementation agreements FL
148. Annex 4.08 Report on the implementation agreements FESS
149. Annex 4.09 Table report on the scientific qualification of the academic staff FL
150. Annex 4.10 Report of the scientific qualification of the acad. staff FESS
151. Annex 4.11 Reports, decisions. Activities at the FL
152. Annex 4.13 Corporation agreements at the FEI level
153. Annex 5.01 Report for the 2019-2020 alumni meeting
154. Annex 5.02 Alumni meeting report election of the chairman
155. Annex 5.03 Report on the Alumni meeting 2018
156. Annex 5.04 Student Guide 2019-2020
157. Annex 5.05 Career Guide 2019-2020
158. Annex 5.06 Career Training development
159. Annex 5.07 Report on the organization of the FL conference
160. Annex 5.08 Report on the organization of the interdisciplinary scientific conference
161. Annex 5.09 Report on the participation of students on the Montenegro Training
162. Annex 5.10 Report on the participation of students on the Bosje-Herzeg. Training
163. Annex 5.11 Report on the participation of students on the Split Training
164. Annex 5.12 Report on the Orientation Week 2017
165. Annex 5.13 Report on the develop. Orientation week 2018

166. Annex 5.14 Report on the Orientation Week 2019
167. Annex 5.15 Minutes on the student elections
168. Annex 5.16 Minutes on the student elections 2018
169. Annex 5.17 Minutes on the student elections 2019
170. Annex 5.18 Report on the creation of the student clubs
171. Annex 5.19 Report on the activity of students clubs
172. Annex 5.20 Evidence of student clubs activities
173. Annex 5.21 Work-plan of the HR Career Counseling and Student Life Office '17-'18
174. Annex 5.22 Work-plan of the HR Career Counseling and Student Life Office '18-'19
175. Annex 5.23 Work-plan of the HR Career Counseling and Student Life Office '19-'20
176. Annex 5.24 Annual report of the HR Career Counseling and Student Life Office '17-'18
177. Annex 5.25 Annual report of the HR Career Counseling and Student Life Office '18-'19
178. Annex 5.26 Report of Career Counseling and Student life activity 2017-2020
179. Annex 5.27 Employment report of graduates in 2016-2017
180. Annex 5.28 Employment report of graduates in 2017-2018
181. Annex 5.29 Employment report of graduates in 2018-2019
182. Annex 5.30 Report on the organization of Fair work and study days 2019
183. Annex 5.31 Report on the graduate information day 2019
184. Annex 5.32 Report on the graduate information day 2020
185. Annex 5.33 Report on completing student requirements

Review Visit Evidence:

1. Annex 2: External Evaluation Report
2. Annex 3: IQAU Calendar plan for 2019-2020
3. Annex 4: Practice of the Council of Ethics
4. Annex 5: Minutes of the Department of economics meetings
5. Annex 6: Documents of academic staff mobility
6. Annex 7: Database Alumni
7. Annex 8: Number of students in each program
8. Annex 9: Agenda of Dialectic Week
9. Annex 10: Model of student practice evaluation

Site visit:

10. M1: Meeting with the UCW Rector
11. M2: Meeting with members of the Academic Senate and Board of Administration
12. M3: Meeting with the UCW senior staff
13. M4: Meeting with 2-year professional, bachelor and master students
14. M5: Meeting with full-time and part-time academic staff
15. M6: Meeting with the stakeholders and the alumni
16. M7: Meeting with the IC
17. M8: Meeting with Deans and Heads of Departments
18. M9: Meeting with the administrative staff in charge of the students
19. M10: Meeting with the Self-Evaluation Team
20. Site Tour