



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

**Report of the Institutional Periodic Accreditation of  
UNIVERSITY COLLEGE "TBU"**

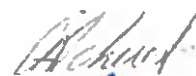
---

**JULY / 2025**

**REVIEW TEAM:**

**Prof. Dr. Arben Mehmeti**

**Lead Reviewer**



**Prof. Asoc. Etleva Leskaj**

**Reviewer**



## Contents

About this review	5
The context of this review .....	6
Summary report .....	10
Summary of findings .....	12
Recommendations .....	12
Affirmation of action being taken .....	13
Summary of judgements for each Evaluation Area.....	15
Detailed report.....	16
Evaluation Area 1: Higher Education Institution-Management, Autonomy, And Quality	16
Evaluation Area 2: Resources and Partnership .....	22
Evaluation Area 3: Study Programs, Teaching, and Evaluation .....	32
Evaluation Area 4: Scientific/Artistic Activity and Innovation .....	42
Evaluation Area 5: Students and their Support .....	49
Evidence List .....	56

*Alchur*

*KG*

## **About this review**

The overall goal of Institutional Review is to assess the extent to which level HEI meets the Albanian Quality Code Standards, which went into effect in 2021.

Institutional Review is a peer review process, with each review team composed of a mix of international and Albanian reviewers appointed by ASCAL.

The generated reports will be used to inform the Albanian government, HEIs, students, and the public on how HEI satisfies the standards, in addition to being used for institutional accreditation depending on the degree of compliance. Additionally, this report assists the HEI in determining enhancement priorities, which is the process by which providers of higher education systematically improve the quality of their contributions and the ways in which they support students' learning.

The Albanian Quality Code Standards have been organized into five categories, the Evaluation Areas: Higher Education Institution - Management, Autonomy, and Quality Assurance; Resources and Partnership; Study Programs, Teaching, and Evaluation; Scientific/Artistic Activity and Innovation; and Students and Their Support. This report provides elements of good practice, recommendations, affirmations of ongoing initiatives, and weaknesses for each Evaluation Area, as well as an assessment of how well the HEI fits the requirements. The reviewers may assign the following judgments: standards are fully met, standards are substantially fulfilled, standards are partially met, or standards are not met.

Finally, the evaluators recommend a summary judgment to the ASCAL Accreditation Board. This overall judgement has 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.**



### *The context of this review*

TBU received institutional accreditation and all study programs with Decision no. 326, dated 15.08.2013, of the Minister of Education. Tirana Business University College (TBU) started with 15 bachelor's and 29 master's students in the academic year 2010–2011. With steady, well-managed growth, TBU now has 500 students overall. TBU has graduated 10 generations of bachelor's and master's students, and more than 86% of its students have found employment during or right after their studies at reputable companies like Tirana Bank, Raiffeisen Bank, Neptun Albania, Spar Albania, Mane Development, Balfin Real Estate, Balfin Shpk, Deloitte, Credins, Philip Morris etc.

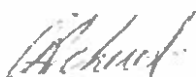
When the Balfin Group acquired the majority stake and management of Tirana Business University in 2023, it provided a fresh boost to the institution's growth in terms of raising standards, quality, scientific research, and infrastructure spending.

However, the Academic Senate and the Board of Administration accepted the new revisions to TBU's Statute in February 2023 because of the institution's reforms. Following discussions with the MASR, Senate Decision No. 8 dated May 10, 2024, and Board of Administration Decision No. 6 dated May 9, 2024, approved the final version. By Order of the Ministry of Education and Sports No. 246-dated 25.05.2024, the statute is adopted with the required changes

The TBU moved to a new facility in 2024 that has modern amenities and cutting-edge technology, which will have a big impact on the standard of instruction and the educational experience for students. The new 2,700 m<sup>2</sup> facility in the Lundra region will make it possible to employ the newest teaching innovations, such as information technology and network infrastructure, providing chances for interactive learning.

The TBU is a self-financed higher education institution, founded by the Council of Ministers Decision No. 794, date 6.10.2010. The TBU consist on two faculties, Faculty of Business and Law is composed of three base units: Department of Law, Department of Business and Finance and Center for Economic and Legal Study & Research. The Faculty of Information Technology consists of three base units: Department of Economic Informatics, Department of Computer Engineering and Department of Software Engineering

In accordance with the current laws in the Republic of Albania, TBU provides licensed and accredited study programs. To ensure the ongoing enhancement of teaching, learning, and research quality, the TBU regularly undergoes institutional accreditation and reaccreditation processes for its study programs. The Accreditation Council's decision No. 506 from July 18, 2013, and the Ministry of Education's Order No. 326 from August 15, 2013, granted TBU its first institutional accreditation for both its bachelor's and master's programs. The Accreditation Board of ASCAL's Decision No. 104, dated 10.11.2017, concluded the institutional re-accreditation process that TBU underwent throughout the 2016–2017 academic year. The Accreditation Board ruling was favorable and had a three-year term. TBU will go through a re-accreditation procedure in 2021 when this accreditation expires, which was completed with the



Accreditation Board of ASCAL's Decision No. 56, dated 16.12.2021. The BA's ruling was favorable and had a five-year term. There are 9 active study programs at TBU:

1. Bachelor in Business Administration (with three profiles, Management, Accounting - Finance and Marketing) 180 ECTS;
2. Bachelor in Economic Informatics 180 ECTS;
3. Bachelor in Software Engineering 180 ECTS;
4. Bachelor in Computer Engineering 180 ECTS;
5. Professional Master in Business Administration (with two profiles: Management and Accounting Finance), 60 ECTS;
6. Professional Master in Advanced Business Administration (with three profiles: Management, Accounting - Finance and Business Law);
7. Master of Science in Business Administration 120 ECTS;
8. Master of Science in Economic Informatics 120 ECTS;
9. Master of Science in Software Engineering 120 ECTS;

*Alchuk*

*[Signature]*

## RECOMMENDATIONS FULFILLMENT DEGREE FROM THE LAST ACCREDITATION

### I. Recommendations Based on the Decision of the Accreditation Board, based on Decision No. 56, dated 16.12.2021 are:

1. The institution must develop and adopt a policy that determines how funds will be distributed for departmental research projects, and staff research work is a necessary element of the basic unit reports to the Rector.
2. The institution should increase efforts to publish papers in international journals.
3. Increase the number of academic staff with titles and degrees and limit the employment of academic staff with Master's degrees. With the exception of certain cases, these latter are part of a doctoral program.
4. The institution should guarantee continuous recruitment of academic teaching staff, by inviting foreign or Albanian academic staff from countries outside Albania, such as Great Britain, the United States of America and European Union countries.

### II. Completion of recommendations by the Institution

1. TBU's scientific research is primarily strong because of its well-defined and organized strategy for the scientific research 2024–2029 [Ref. 33.1]. This approach, which is supported by Balfin Group, offers a solid basis for scholarly advancement and the execution of ambitious research initiatives. New opportunities for students and academic staff can be created thanks to the support of this significant business group, which guarantees a high level of funding and numerous opportunities for cooperation with international institutions. This enhances the influence of scientific research and positions TBU as a leader in scientific research and higher education in Albania and abroad. For the first recommendation, TBU has taken measures and established an effective framework for research support, offering administrative assistance, funding opportunities, and suitable infrastructure for research initiatives. This dedication will help the quality of research to grow and improve. Along with monitoring scientific goals and employing measurement indicators for research performance, TBU has also put in place a systematic system for assessing scientific research and small research grant [Ref. 33.2; 33.3]. This is supported by Code of Ethics that guarantee research operations are conducted in compliance with moral and professional norms, as well as workshops and training on the responsible application of technologies like artificial intelligence. The objectives of scientific research at TBU are to: improve the professional development of academic staff, organize scientific events, seminars, or lectures by local or foreign educators, integrate scientific research into the teaching process, search for and actively participate in various research projects. The TBU strategy encourages cooperation between basic and responsible units, which led to publications in reputable journals, internationally focused scientific activities, and the defence of academic staff members; degrees and titles [Ref. 33.1]. However, the research grant that TBU offers is



insufficient for research that ensures publication of articles in journals with high impact factor and should be expanded in the future.

2. **For the second recommendation**, despite the fact that the number of publications has increased in recent years, more resources should be directed into publishing studies in journals with high impact factors. In addition, TBU has taken some measures to support the publications of papers and participation in conferences, nonetheless, more funds should be allocated for publications and conference attendance. TBU intends to start and publish the first scientific journal. This journal is designed to serve as a major platform for the publication of scientific research by TBU's internal academic staff as well as by other Albanian and international scientific community. It is also built on a "peer review" system to ensure the calibre of its publications. Its impact will be increased by the Ministry of Education and Sports indexing it gradually over the time in accordance with the applicable legal criteria and in significant international databases [Ref. 33.4.2].
3. **For the third recommendation**, the TBU legal requirements for full-time and part time academic staff titles and ranks are respected by TBU based on departments and study cycles. Most of the academic staff members have received their undergraduate and graduate degrees from American or European universities. TBU lecturers, both full time and part-time, stand out in particular for their extensive and rich practical experience, their daily relationships with companies, law firms, institutions, and professional circles, as well as the fact that they have earned professional certificates or postgraduate degrees. In addition, academic staff experiences in scientific research and their accomplishments in this field, which have been translated into scientific degrees and titles, are crucial factors in TBU's employment and evaluation of new employees.
4. **For the fourth recommendation**, the TBU Annual Reports and website both document the numerous scientific events organized by TBU, including seminars, symposiums, lectures, roundtables, workshops, and open lectures. These events highlight the accomplishments of prominent figures in Albanian and international academia, particularly in relation to their research and scientific studies in specific fields, especially those directly related to business and information technology is another longstanding tradition of TBU [Ref. 33.7.1].

In conclusion, based on the evidence provided by the institution in the self-evaluation folder, the information presented in the self-evaluation report, and the feedback gathered from academic staff and students during the review team's visit, it is concluded that the recommendations from the previous accreditation **have been fully met by the institution.**



## Summary report

The statute, current laws, and any other internal regulations that have been adopted by the institution's governing bodies and authorities serve as the foundation for TBU's academic and professional operations. Established by Council of Ministers Decision No. 794 on October 6, 2010, the TBU is a self-funded university that began with 15 bachelor's and 29 master's students in the 2010–2011 academic year. The TBU is situated in a new 2,700 m<sup>2</sup> facility in Lundra and is set up to ensure managerial effectiveness in compliance with its Strategic Plan and legal requirements. In 2023, Tirana Business University's management and main ownership were taken over by the BALFIN Group.

Information is effectively sent from basic units to the Academic Senate and Board of Administration, and management bodies' decisions are communicated to staff and students. Plans for the institution's management and administration, as well as for collaborative decision-making, are understood by employees at all levels, operate suitably, and take legal requirements into consideration. The Ministry of Education and Sports receives an annual report that details project activity, professional training, staffing, economic and financial issues, and teaching and study programs. Each Department's internal evaluation and self-assessment reports provide information for the drafting process. The Academic Senate has approved the final report.

One significant and long-standing organization at TBU is the Internal Quality Assurance Unit. It can access all of the institution's data. A representation from the auxiliary units, a member who is an outside specialist, a professor representing the departments, and a student representative make up this unit. TBU has focused particularly on the structure of internal quality assurance. To facilitate appropriate institutional functioning, TBU has constructed comprehensive infrastructure and documentation. Its statute and regulations have been approved and amended conform to Law No. 80/2015 and other applicable normative acts, and they have been adjusted to the laws currently in effect. TBU provides a stable and well-regulated framework for its growth by making sure that its operations and organizational structure comply with these acts. TBU is an organization with limited liability and a well-balanced administrative and academic workload. According to the law, TBU's management structure has assigned roles and responsibilities, guaranteeing a well-organized and effective operation. The founders, faculty, students, and outside partners are well involved in the decision-making process, which is transparent and helps to accomplish shared goals. TBU is an accredited institution that offers study programs in different areas and is entirely in line with its Mission defined in Statute. TBU, offers a total of 9 programs that align with labour market needs and serve the local economy. The TBU offers programs at various study levels, including:

Bachelor in Business Administration (Management, Accounting - Finance and Marketing),

Bachelor in Economic Informatics;

Bachelor in Software Engineering;



Bachelor in Computer Engineering;

Professional Master in Business Administration (Management and Accounting Finance);

Professional Master in Advanced Business Administration (Management, Accounting - Finance and Business Law);



Master of Science in Business Administration;

Master of Science in Economic Informatics and Master of Science in Software Engineering;

To facilitate research and study programs, the institution provides specialized laboratories and a good infrastructure. TBU boasts state of the art teaching and administrative facilities, including labs, student centers, libraries, and other departments carry out research, offer internships, and support the growth of the teaching and learning process. To support their academic and administrative needs, TBU's faculty and students have access to a variety of computing devices. TBU has two computer labs: the first has 30 HP computers with Intel Core i5 6100 CPU. The second lab has 60 Fujitsu computers with Intel Core i3-9100 CPU, along with two Epson EB-W42 projectors connected in parallel. Ten rooms at TBU are also furnished with HP computers running Windows 10 Pro an Intel Core i3 6100 CPU, and other specifications. TBU has 20 HP computer units with Intel Core i3 for faculty and administrative staff, and 5 HP EliteDesk units with Intel Core i7 6700 CPU and. With the help of these strong gadgets, employees can complete their work quickly and with cutting-edge technology.

Study programs at TBU are tailored to the unit's professional and research profile and are carried out in cooperation with industry stakeholders. Within the framework of professional training, scientific research, and mobility, TBU simultaneously guarantees cooperative relationships with organizations, businesses, third parties, and domestic and/or international business stakeholders in order to carry out the study program. TBU has a policy of evaluating the abilities of its employees and emphasizing their continued development. According to the "Development Strategy 2024-2029," which was created and constructed following an assessment and examination of the needs and responsibilities of TBU employees, TBU provides value addition, ensures, and permits their ongoing professional and personal development in order to effectively and successfully address both present and future challenges and responsibilities throughout the academic years.

TBU has set up a robust and efficient framework for scientific research, which includes the KCSEJ. By encouraging the full participation of academic staff and second and third cycle students, the research strategy for the years 2024–2029 supports scientific research and the advancement of professional skills. With logistical support and chances for active participation in research projects, TBU has ensured a suitable setting for all staff and students to participate. Academic staff members are also conducting a variety of research projects, publishing scientific works, conducting independent research, collaborating with other programs, leading scientific work, etc. Because the projects are primarily for Erasmus+ and not research oriented, academic staff members should increase the application for additional research projects both in local and international level. Policies and procedures for students from the beginning to the end of their studies are the responsibility of various TBU units. The enrolment, progress, and



student transfer processes comply with Law No. 83, Article 83. Republic of Albania Law 80/2015 on Scientific Research and Higher Education. One example of best practices is the TBU information management system, which offers effective student information. Students can learn about the evolution of the educational process, logistics, and infrastructure through the webpage, lecturers, the Secretary Office, and the internal information management system.

*Alchud*



## ***Summary of findings***

### ***Good practice***

The review team identified the following features of good practice:

- Compliance with the legal framework: The institution has established an institutional structure that fully complies with the requirements of the Law and the statute. (**Annex No.1, Standard I.1**)
- Well-organized structure: The organizational structure is balanced and appropriate for efficient management, supporting the achievement of objectives and implementation of strategy. (**Annex No.1, Standard I.2**)
- The review team considers the collaboration between TBU and business organizations as a significant component that provides professional practice opportunities and employment prospects for students, effectively linking theory with practice and helping to build long-term relationships with the economic sector, particularly with Balfin Group and companies within this group. (**Annex No.1, Standard II.19**)
- Organizing the first international conference is a good opportunity for the internationalization of TBU (**Annex No.1, Standard IV.3**)
- Organization of national competitions “Entrepreneurs of Tomorrow” and “TECHnovators” (**Annex No.1, Standard V.8**)
- The high rate of student employment due to excellent cooperation and relationships with many reputable companies in the country ” (**Annex No.1, Standard V.8**)

### ***Weaknesses***

The review team identified the following weaknesses:

- The research grant that TBU provides is insufficient for research projects and should be expanded in the future. The financial resources allocated in the institutional budget to support scientific research, participation in conferences, and funding for scientific publications are limited. This significantly restricts the academic staff's ability to conduct high-quality research activities, represent the institution in national and international scientific events, and publish in indexed journals. (**Annex No.1, Standard IV.3**)
- The lack of academic staff mobility especially for the research as a good opportunity to strengthen cooperation and exchange experiences. (**Annex No.1, Standard IV.14**)

### ***Recommendations***

The review team identified the following recommendations:



- The institution should strengthen the culture of student inclusion and encourage their active engagement in decision-making processes and institutional life. (**Annex No.1, Standard I.5; I.1**)
- The review team recommends that TBU develop a clear and well-articulated policy to support scientific research by academic staff, accompanied by a dedicated and motivating financial fund within the institutional budget. Such an approach would encourage more proactive engagement of staff in research activities, strengthen the research component as an integral part of performance evaluation, and contribute to enhancing the overall academic quality of the institution. (**Annex No.1, Standard II.17**)
- TBU should prioritize student and academic staff mobility as a strategic objective by developing dedicated policies and mechanisms to encourage broader participation in mobility programs. Enhancing communication, increasing institutional support, and expanding cooperation with international partners particularly with European universities would contribute to improving access to and the quality of mobility experiences, fostering academic exchange and enriching the educational and professional development of both students and staff. (**Annex No.1, Standards III.17; IV.8; IV.14; V.4**)
- To encourage student involvement in research and applied projects (**Annex No.1, Standard IV.8**)
- To increase the number of articles in journals with an impact factor in the near future. (**Annex No.1, Standard IV.9**)
- To organize more workshops for TBU staff and students to raise awareness about plagiarism (**Annex No.1, Standard IV.10**)
- In the near future, it is important to provide students with access to sports facilities at TBU (**Annex No.1, Standard V.6**)

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

The review team affirms the following actions already in progress:

- The reorganization and transfer of the administration of Tirana Business University to the Balfin Group, represents a strategic development that creates opportunities for a sustainable and successful long-term orientation of the institution. (**Annex No.1, Standard I.3**)
- TBU is testing an interactive student management system designed to significantly improve students' personal access to academic and financial information, as well as strengthen their interaction with academic and administrative staff. The review team encourages the completion and implementation of this system as an important step towards full digitalization and the consolidation of an integrated institutional information system. (**Annex No.1, Standard II.14**)
- It is noted that until the academic year 2022-2023, TBU was registered on the EBSCO platform, and steps have been taken to renew subscriptions for both EBSCO and the



Scopus database. The review team encourages the finalization of the renewal process for these and similar platforms for the academic year 2025-2026 to strengthen the institution's research capacities. **(Annex No.1, Standard II.15)**

- Increase in applications for research projects at national funds and abroad by academic staff. **(Annex No.1, Standard IV.3)**

*Alchuk*

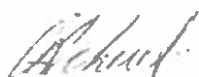


***Summary of judgements for each Evaluation Area***

1. The Standards for the Higher Education Institution - Management, Autonomy, and Quality Assurance are **fully met**;
2. The Standards for Resources and Partnership are **fully met**;
3. The Standards for Study Programs, Teaching, and Evaluation are **fully met**;
4. The Standards for Scientific/Artistic Activity and Innovation are **substantially meet**;
5. The Standards for Students and Their Support are **fully met**.

***Summary Judgement***

The reviewers recommend to the Accreditation Board that at University College "TBU" the State Quality Standards are **fully met**.



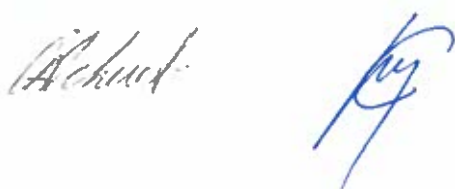
## ***Detailed report***

### ***Evaluation Area 1: Higher Education Institution - Management, Autonomy, And Quality Assurance***

1.1. Based on the documentation submitted by the institution and the interviews conducted during the site visit, it is assessed that Tirana Business University (TBU) has established and maintains a functional institutional structure that fully complies with the requirements of the current legal and statutory framework. [Ref. 1.1; 39.3] The institution's Statute has been revised and approved in accordance with Law No. 80/2015, through a documented process that involved internal consultations and was approved by the governing bodies of the institution as well as by the Ministry of Education and Sports. [Ref. 39.4; 39.5; 39.6; 13.1.2]. The General Regulation and other internal regulations have been drafted and updated in line with the Statute and relevant by-laws. Evidence indicates internal coherence among regulatory documents, as well as effective functioning of the governing and administrative structures as defined in the institution's organizational chart. [SER p.11; Ref. 3; 13.14; 13.15]. These developments reflect the institution's commitment to ensuring continuous compliance with the legal and regulatory framework. Furthermore, the approved amendments to the Statute in 2024, resulting from internal restructuring, provide clear evidence of the institutional capacity to adapt its foundational documentation in line with organizational developments. In conclusion, TBU is assessed to fully meet the requirements of this standard. Its operations are supported by a clear regulatory and organizational framework, which ensures good governance and legal compliance. (*Annex No.1, Standard I.1*).

1.2 Tirana Business University appears to have a well-organized and balanced structure that ensures efficient management and is in full compliance with the applicable legislation. The institution operates as a limited liability company for commercial purposes, while, as an educational institution, it holds the academic status of a University College. This clear delineation of responsibilities between the civil and academic aspects of the institution contributes to structured and well-defined management. TBU has clearly separated and balanced academic responsibilities from administrative-financial ones, ensuring stable control over management structures and processes. This clear division guarantees compliance with legal requirements and enables efficient management of the institution's resources and activities. The compliance of the institutional organization with legislation and quality standards is clearly reflected in the institution's regulatory documents, including the Statute and the General Regulation, as well as the respective specific regulations. [Ref. 1; 1.1; 2; 3; 8; 24.1; 32.3]. In summary, TBU's organizational structure ensures efficient, balanced management and full compliance with legal requirements and quality standards. (*Annex No.1, Standard I.2*).

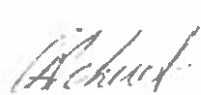
1.3 Based on the documentation of the self-evaluation file and findings made during the site visit, the external evaluation team concludes that Tirana Business University (TBU) has developed and implemented a structured and sustainable development strategy, which is considered to be aligned with institutional needs and the applicable legal requirements. The



institution's development strategy is structured around regular five-year cycles, starting with the two-year plan 2010–2011, and continuing with strategies for the periods 2012–2017, 2018–2024, and currently 2024–2029. These strategic documents reflect a clear contextual analysis and define measurable objectives across academic, research, and managerial areas. [Ref. 7; 1; SER. Pg 13; BM 2; BM 8; BM 11]. TBU has identified development directions based on an analysis of opportunities and challenges, guiding its strategic objectives toward improving student success, developing academic and administrative staff, strengthening connections with the labor market, and aligning study programs with market demands. A positive aspect highlighted by the evaluation is the institution's engagement in internationalization through the offering of double degrees and participation in international study programs. Additionally, involvement in research activities through mentoring, publications, and international conferences is considered a practice that contributes to improving the quality of scientific research and the academic profile of the institution. In terms of short-term planning, the review team notes that TBU has drafted an annual operational plan in line with its long-term strategy, which includes concrete actions, clearly defined responsibilities, and an implementation calendar. This plan is assessed as a useful tool for effective coordination and resource management, as well as for ensuring progress monitoring through periodic review mechanisms. [Ref. 6; BM 2; BM 11]. In conclusion, the review team finds that Tirana Business University has a clear, documented, and implementable approach to institutional development, in alignment with the relevant quality standards. It is recommended that the institution continue to implement measures to improve outcomes in scientific and applied research and ensure the active involvement of all stakeholders in the implementation of the institutional strategy. [Ref. BM 2; BM 11; BM 5] (*Annex No.1, Standard I.3*).

1.4 Based on the documentation reviewed and the evidence gathered during the site visit, the external review team assesses that Tirana Business University exercises its competencies in accordance with the defined boundaries of institutional autonomy. The institution enjoys full freedom in internal organization, financial management, and staff recruitment, implementing the provisions outlined in the legal framework and its internal regulatory acts. Specific structures within the institution, including quality assurance mechanisms, operate independently and report in line with the relevant decision-making bodies, contributing to the preservation of academic and administrative integrity. It is observed that the unit responsible for internal quality assurance has broad access to information and enjoys autonomy in exercising its mandate, which supports the achievement of institutional monitoring and continuous improvement objectives. [Ref. 1. Pg 3; 24.1; BM 2, BM 9]. In conclusion, TBU is assessed to consistently apply the principles of institutional autonomy and has built structures that enable the independent and effective functioning of its internal processes. (*Annex No.1, Standard I.4*).

1.5 From the review of the documentation and meetings with various institutional representatives, the external review team finds that the decision-making process at TBU is characterized by a good level of cooperation and communication between governing structures and collegial bodies. Institutional decision-making results from reasoned and balanced discussions conducted in an atmosphere of understanding and professionalism. [Ref. 8; 13.12;



**13.11; SER pg. 14; BM 2, BM 8, BM 11]** The relatively compact organization of the institution, along with the moderate size of its academic and administrative staff, facilitates daily interactions and eases consensus-building, enabling a more effective resolution of institutional matters. In this context, there are functional mechanisms that foster constructive debate and active engagement of relevant structures in institutional governance and strategic development. **[Ref. BM 2; BM 8]**. However, during the meeting with students, the external review team noted limited openness and freedom of expression. Students appeared reserved, and their responses were generalized and lacking in specificity, which may indicate a low level of direct involvement in decision-making processes or critical institutional reflection. In this regard, the institution is advised to take concrete steps to strengthen the culture of student engagement and encourage their active participation in institutional life. This can be achieved through initiatives that promote communication skills development, build self-confidence, and raise awareness of their role as key actors in improving the quality of education and the overall student experience. **[BM 3; BM 4; BM 12] (Annex No.1, Standard I.5).**

**1.6** Following the review of documentation and the analysis of TBU practices, the external review team finds that the institution has ensured a considerable level of transparency by publishing relevant information for the public and stakeholders. TBU publishes information on the main activities of its governing bodies, annual reports, and other aspects related to transparency, thus enabling direct and easy access for the public and relevant actors. **[Ref. 22.1; 35.1; 35.2; 35.3; SER pg. 15]** The preparation and publication of the annual report, which covers the institution's internal and external activities, complies with legal requirements and the relevant guidelines. This report is a key tool for evaluating the work and performance of TBU and provides a detailed overview of its activities and results. The report is prepared by the institution's governing bodies and approved by the Academic Senate. Moreover, TBU demonstrates its commitment to meeting regular reporting obligations to the Ministry of Education and other relevant public institutions, ensuring a high level of transparency and accountability towards stakeholders. **(Annex No.1, Standard I.6).**

**1.7** The external review team observes that TBU has developed and implemented clear policies and procedures for quality assurance in its study programs. These policies include oversight by the Internal Quality Assurance Unit (IQAU), which collects data through surveys and focus groups, and by the Curriculum Office, which ensures the alignment of programs with academic requirements and labor market demands. **[Ref. 1; 24.1; 24.2; 24.7; 24.4.3; 23.2; BM 8]** Additionally, the Basic Units responsible for study programs oversee curriculum implementation and academic staff training, ensuring that teaching methodologies are effective and innovative. This quality assurance structure contributes to the continuous improvement of academic standards and students' professional preparation. **[Ref. 23.2; 4.5.2; 5.2.2; 5.3.2; 5.4.2; 5.5.2; BM 5; BM 8] (Annex No.1, Standard I.7).**

**1.8** After reviewing the monitoring and evaluation mechanisms for study programs, the external review team finds that TBU has developed and implemented stable and inclusive processes that ensure the achievement of learning objectives and intended outcomes. The institution has established clear mechanisms for curriculum revision and approval, including

Two handwritten signatures in blue ink are located at the bottom left of the page. The first signature is written in a cursive style, and the second is a more stylized, possibly abbreviated signature.

periodic analyses and consultations with labor market actors, which help adapt programs to industry demands. [Ref. 29.1; 29.2; 29.3; 29.4; 29.5; BM 6; BM 8; BM 9]

Through the engagement of the Internal Quality Assurance Unit and the collection of data from questionnaires and focus groups, TBU ensures continuous and impartial assessment of academic program effectiveness. Additionally, the reports from Quality Commissions and labor market studies provide valuable information for the ongoing improvement of curricula and teaching methodologies. These practices support the dynamic updating of study programs and ensure a high-quality academic experience for students, aligning strongly with formative objectives and intended learning outcomes. [Ref. 24.2; 24.4.1; 24.4.3; 24.4.7; BM 6; BM 9] The findings suggest that TBU has established a monitoring and evaluation system that remains oriented towards continuous improvement and alignment with labor market requirements. (*Annex No.1, Standard I.8*).

1.9. The review team after reviewing the documentation and practices of TBU, finds that the institution has implemented clear procedures and evaluation methodologies for the initiation, development, and monitoring of study programs, graduation, and transition to the labor market. The study programs undergo a detailed approval process by the departments, the Dean's Office, the Academic Senate, and the Board of Administration, ensuring compliance with legislation, the institutional mission, and labor market demands. [Ref. 23.2; 24.2, BM 6]

Regarding graduation and entry into the labor market, TBU uses evaluation processes to monitor students' progress and to ensure they are prepared to meet market demands. Analyses of students' skills and employment opportunities after graduation are part of this process, providing direct links to industry and opportunities for professional development. To evaluate the performance of its programs, TBU uses quantitative methodologies, collecting data through approved anonymous questionnaires addressed to students. These data are analyzed by the Internal Quality Assurance Unit (IQAU), in cooperation with the faculty quality commissions, to identify problems and improvement opportunities. The use of focus groups, as another assessment method, helps to gather suggestions and feedback from students and academic staff for improving the quality of teaching and the development of study programs. [Ref. 24.6.1; 24.2; 24.3, 24.7, SER pg. 17; BM 8]

Furthermore, TBU offers continuous support for students from the first year, ensuring a successful transition from education to career, with assistance from academic advisors for the development of professional skills. The awarded diplomas for the study programs comply with the levels of the National and European Qualifications Framework. [Ref. 34.1; 34.2; 34.3; 34.5, BM 9] In conclusion, the review team considers that TBU has established a stable and comprehensive evaluation system that ensures the quality of study programs and student preparation for the labor market. (*Annex No.1, Standard I.9*).

1.10. After reviewing TBU's practices and procedures for involving academic units, staff, and students in Internal Quality Assurance (IQA) processes, it is found that the institution has developed an organized structure that enables the engagement of all involved actors. TBU has clearly defined duties and responsibilities for units, academic and administrative staff, and students, aiming for their direct and responsible involvement. [Ref. 1; 3; 24.1, 13.8.1; BM 2,



**BM 6, BM 8].** A key point in this process is the implementation of mechanisms that allow active student involvement in decision-making. TBU has enabled students to contribute to governing and advisory structures, such as the Academic Senate and respective commissions, with the goal of enhancing academic quality. Although student participation is guaranteed by TBU regulations and relevant legislation, it would be beneficial to further promote their awareness and active engagement in these processes. [Ref. 13.3; 13.7; 24.1; BM 6; BM 4]

Additionally, quality assessment and assurance processes are open and include external experts who contribute suggestions and recommendations for quality improvement. The IQAU ensures regular and effective communication within the organization, supporting the promotion of best practices and fulfilling quality requirements to ensure a sustainable academic experience. In conclusion, TBU has created an environment where transparency and inclusion are emphasized, enabling full and responsible engagement from all actors to ensure continuous improvement of academic quality and the development of study programs. (*Annex No.1, Standard I.10*).

**1.11.** Upon reviewing the policies, processes, and activities related to Internal Quality Assurance at TBU, several important aspects are identified. The policies and processes are based on the principles of transparency, effectiveness, and inclusion, ensuring a comprehensive approach aimed at creating an Internal Quality Culture in line with the institution's development strategy and the values it promotes. [Ref. 22.1, SER pg. 19]

It is assessed that TBU ensures a commendable level of transparency in the publication of information, guaranteeing open access to important data such as structures, services, registration processes, tuition fees, and academic results. This commitment to transparency is supported by using integrated information technology platforms to monitor and assess the effectiveness of the published information. It is also noted that TBU has undertaken good measures for quality assurance through continuous data monitoring and analysis. The use of platforms and the protection of student data are key elements for reliable and secure information management. In this context, the external evaluation team positively assesses the appointment of a Data Protection Officer (DPO) as an important step, who ensures compliance with international regulations and oversees the processing of personal data. [Ref. 13.24; 31]


In conclusion, it is found that TBU has created an organized environment grounded in the principles of transparency and inclusion. The quality assurance processes and policies are designed to support the development of an internal quality culture, ensuring the engagement of involved actors and fulfilling legal requirements. (*Annex No.1, Standard I.11*).

## ***Findings***

### ***Good Practice***

The review team identified the following features of good practice:

- Compliance with the legal framework: The institution has established an institutional structure that fully complies with the requirements of the law and the statute. (*Annex No.1, Standard I.1*)



- Well-organized structure: The organizational structure is balanced and appropriate for efficient management, supporting the achievement of objectives and implementation of strategy. (Annex No.1, Standard I.2)

### ***Weaknesses***

The review team did not identify any weaknesses in this evaluation area.

### ***Recommendations***

The review team identified the following recommendation:

- The institution should strengthen the culture of student inclusion and encourage their active engagement in decision-making processes and institutional life. (Annex No.1, Standard I.5; I.1)

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

The review team affirms the following actions already in progress:

- The reorganization and transfer of the administration of Tirana Business University to the Balfin Group, represents a strategic development that creates opportunities for a sustainable and successful long-term orientation of the institution. (Annex No.1, Standard I.3)

### ***Judgement***

The standards for Evaluation Area 1: Higher Education Institution - Management, Autonomy, And Quality Assurance are **fully met**.

*Alchud*

*[Signature]*

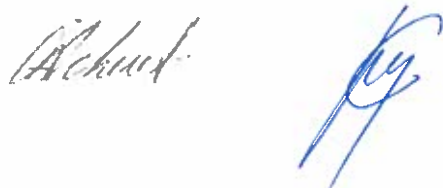
## **Evaluation Area 2: Resources and Partnership**

**2.1** Based on the review of the submitted documentation and interviews conducted during the institutional visit, it is observed that Tirana Business University (TBU) follows an open and transparent policy for recruiting and employing human resources, in compliance with the legal framework and the institution's strategic objectives. Relevant policies and procedures are formalized in internal documents and uphold the principles of equal opportunity, professionalism, and meritocracy. The recruitment process includes both full-time and part-time academic staff, as well as administrative personnel, selected according to the profile and needs of the study programs. Through public vacancy announcements, document verification, and candidate interviews, the institution aims to ensure an optimal match between human resources and academic requirements. [Ref. 15; 15.1; 13.13; 13.13.1; BM 12; C2; C3]

The institution's efforts to build a committed academic staff that covers both theoretical and practical aspects of university education are positively acknowledged. However, considering the current staff composition and the institution's stated objective to transition from college to university status, there is a clear need to expand the academic staff both quantitatively and qualitatively. Accordingly, external evaluators suggests that, besides increasing staff numbers, special attention should be given to selecting personnel with the necessary academic degrees and titles, in compliance with legal requirements and the institution's long-term strategic goals. (*Annex No.1, Standard II.1*).

**2.2.** During the institutional evaluation, it was found that TBU follows a clear and functional policy aimed at integrating all categories of academic staff, teaching-scientific assistants, and administrative staff, into institutional life. This approach is reflected in the institution's structured efforts to foster a cooperative, inclusive work environment focused on shared responsibilities and promoting interpersonal interaction. As part of this policy, the institution organizes joint informational, promotional, and social activities involving all staff categories. These events take place both within the institution and in collaboration with external actors, serving to strengthen internal cohesion and enhance the institution's public image. Internal communication is conducted via multiple channels, including email, social networks, and official platforms, ensuring equal access to information and opportunities for active participation in institutional activities. Moreover, the institution supports staff professional development through training and engagement in academic, scientific, and cultural activities, thereby contributing to individual capacity building and fostering a collegial institutional climate. [Ref. 17; Ref. 38.1; BM 2; C1] In line with the relevant standard, the review team positively evaluates TBU's inclusive policies for the active and balanced involvement of all staff members in the institution's daily operations and strategic development. (*Annex No.1, Standard II.2*).

**2.3.** Regarding the assessment of academic and administrative staff competencies, it was observed that TBU has implemented a structured and clear policy for monitoring and improving staff performance. This process relies on measurable and transparent criteria, enabling continuous evaluation of staff skills and contributions, as well as identifying professional development needs. [Ref. 15; 15.1; BM 8; C4].



Performance evaluation encompasses a wide range of elements, including monitoring academic activities, responding to student feedback, and engagement in professional and research activities. Additionally, attention is paid to professional ethics, teaching innovation, and commitment to continuous improvement. A significant part of this process is the use of data collected from students through anonymous questionnaires and focus groups, which provide valuable insights into teaching quality and areas for improvement. Systematic analysis of this data ensures that student needs are integrated into academic decision-making. [Ref. 15; 15.1; 23; BM 8; C4]. From the analysis of documentation and practices, it is evident that TBU has created a supportive environment for staff development. Staff performance is continuously monitored by the Internal Quality Assurance Unit (IQA Unit), which, in collaboration with relevant committees, conducts detailed data analysis and reporting, enabling an organized and effective approach to quality enhancement. [Ref. 24.1; 24.2; 24.3; 24.6; 24.7; 33.2; BM 8; C4]. In conclusion, TBU has established a solid framework for staff evaluation and development, which significantly contributes to strengthening institutional quality. (*Annex No.1, Standard II.3*).

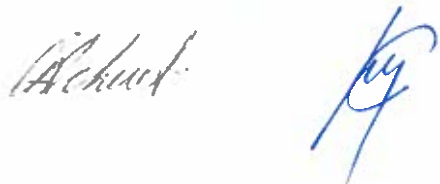
2.4. Based on the reviewed documentation and meetings held at the institution, it is noted that Tirana Business University (TBU) has developed a sustainable and structured approach to social development, extending its impact beyond traditional academic functions. This approach manifests in promoting the involvement of the university community in cultural, sports, and social activities that foster cooperation, social awareness, and community integration. [Ref. 7]

Through meetings with students and institutional representatives, it is evident that TBU implements a clear and functional social scholarship scheme aimed at supporting students from vulnerable groups. The application process is transparent and well-documented, ensuring equal access to higher education. [Ref. 13.18; 32.2; 32.7; BM 3; BM 4]

At a broader level, the institution is actively engaged in promoting social responsibility through initiatives supporting innovation, entrepreneurship, career guidance, and academic contributions serving the community and labor market. These efforts demonstrate the institution's clear commitment to positioning itself as an active player in socio-economic development. [BM 2; BM 3; BM 4] Overall, it is concluded that social responsibility is meaningfully integrated into TBU's institutional philosophy and is reflected in its daily activities. (*Annex No.1, Standard II.4*).

2.5 During the evaluation process, it was found that TBU has undertaken structured and sustainable steps to ensure the continuity of the academic staff during the period between two accreditations. This is reflected in a stable academic staff structure and continuous efforts to maintain and strengthen it through well-defined recruitment policies, professional development, and institutional support. [Ref. 7; Ref. 16]

The institution has established a formalized system for evaluating academic staff performance, which includes components such as quality of teaching (assessed through student feedback and pedagogical observation), involvement in scientific research (publications, conferences, projects), integration of technology in teaching, as well as active participation in institutional development and interdisciplinary collaborations. [Ref. 16; 16.1; 17; BM 5; C 4]



The inclusion of academic staff from the diaspora and foreign academics in continuous training programs is positively evaluated, a practice that will not only increase internal staff capacities but also contribute to the internationalization of the institution if successfully implemented. In conclusion, it is noted that TBU has established functional mechanisms that guarantee sustainable, engaged academic staff in continuous improvement. It is suggested that the institution intensifies efforts to expand the number of academic staff with scientific titles and degrees, as well as strengthen the instruments that ensure their long-term sustainability in accordance with strategic objectives and developments in the higher education market. (*Annex No.1, Standard II.5*).

**2.6** Based on the “Policy for the Professional Development of Academic Staff,” TBU demonstrates a strong and continuous commitment to assessing and supporting academic and administrative staff in effectively fulfilling their annual duties. The institution creates a stimulating work environment that promotes professional development and constant improvement through specialized training programs, rigorous performance monitoring, and sustainable institutional support mechanisms. [Ref. 16; 17]. The staff evaluation system is clearly and comprehensively organized, including various measurement tools such as student questionnaires, academic and research performance evaluation forms. This approach contributes to cultivating an institutional culture of continuous learning and professional development of the staff. [Ref. 16; 16.1; 16.2; BM 6; C 4]

It is also noted that TBU has established effective mechanisms for managing academic and administrative workloads, with a clear focus on improving the quality of teaching and the efficiency of services, thereby enhancing the student experience and working conditions for staff. In summary, TBU shows a consistent and supportive approach towards its staff, ensuring their professional and personal development in line with the ongoing needs and challenges of higher education, reflecting a commitment to quality standards and academic excellence. [Ref. 15.1; 16] (*Annex No.1, Standard II.6*).

**2.7** During the evaluation process, it was observed that Tirana Business University (TBU) does not own real estate and operates its activities in leased premises. However, the institution demonstrates a clear and sustainable commitment to efficient management and systematic maintenance of these spaces, ensuring optimal conditions for academic, administrative, and research processes.

The work environments, although leased, are maintained continuously and professionally, guaranteeing a functional, safe, and comfortable environment for staff, students, and visitors. This commitment reflects a responsible and organized approach to physical resources, compensating for the lack of direct ownership through rigorous management and good maintenance practices. [Ref. 18.3.1; 18.1.1; 18.2.1]

In summary, although TBU operates in rented premises, the institution has developed a sustainable and effective maintenance and management system that ensures a suitable and stable environment for its activities. This demonstrates a professional and serious approach to existing infrastructure challenges, reflecting readiness and capacity to advance and further improve working environments in the future. (*Annex No.1, Standard II.7*).



**2.8** Review team note that Tirana Business University (TBU) has taken concrete measures to ensure appropriate infrastructure for conducting academic and scientific research activities, despite not owning real estate. During the academic year 2022–2023, TBU operated in rented premises located on Kavaja Street, “Baja” Palace, Tirana.

After this year, the institution moved its headquarters to a new address at “State Reserves Street, Lunder Tirana.” According to the latest report from the Ministry of Education and Sports on capacity verification, it is found that the new infrastructure meets capacity standards and complies with legal requirements and the academic needs of the institution. [Ref. 11.1; 11; 11.2]


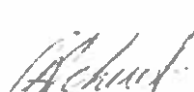
The premises are well-equipped and functional, characterized by appropriate lighting and acoustics, an independent heating and cooling system, and fire safety measures. It is also assessed that the infrastructure is accessible for people with disabilities, including ramps, functional elevators, adapted restrooms, and special assistance. The review team observes that the institution has organized physical spaces fully to serve academic and administrative staff, as well as students. The spaces are used for lectures, seminars, scientific conferences, and institutional activities. Dedicated spaces have been identified, such as academic and administrative offices, meeting rooms, library, and areas for research and promotional activities. In conclusion, it is assessed that TBU has provided appropriate and functional infrastructure for fulfilling its academic and research mission. Although the premises are leased, they are systematically maintained and professionally managed. (*Annex No.1, Standard II.8*).

**2.9** During the evaluation process, external evaluators found that TBU provides functional and accessible environments for academic, research, and administrative activities, including accommodation for persons with disabilities.

It is assessed that the institution’s infrastructure is equipped with modern technology, including computer-equipped auditoriums, projectors, and a stable internet network, as well as dedicated computers for students in the library. Full-time and part-time academic staff have access to well-equipped and maintained workspaces. [Ref. 11; 11.1] The institution has integrated advanced IT systems, including LMS (Moodle), Office 365, and SharePoint, for teaching and administrative management.

Regarding electronic scientific resources, it is found that TBU had a subscription to EBSCO until December 2022, and from meetings with institutional leaders, it is in the process of renewing this subscription, as well as securing access to the Scopus database. In conclusion, it is assessed that TBU’s technological and physical infrastructure meets standard requirements, creating suitable conditions for the academic and professional development of students and staff. [Ref. 21; 21.1; 21.2; 22.1] It is suggested that the institution intensify efforts to guarantee sustainable and full access to international digital scientific resources for all members of its academic community, staff, and students. (*Annex No.1, Standard II.9*).

**2.10** The review team notes that the institution has technological and laboratory capacities that appropriately support the academic and research process according to its profile.



The review team, referring to the internal evaluation report and institutional visit, finds that TBU has invested in two computer laboratories equipped with modern technology, which offer stable performance and support the use of advanced software in teaching and scientific research. Additionally, the institution has ten classrooms equipped with computers and modern projectors, enabling teaching activities in an interactive and technologically supported environment. [Ref. 11]

Moreover, academic and administrative staff have access to a significant number of powerful computer devices, which are regularly maintained and updated to ensure efficiency in daily tasks. [Ref. 21.1; 26.1.7]

In conclusion, the review team assesses that TBU's laboratory and technological capacities meet the requirements and needs of the offered programs, providing an adequate environment for the development of teaching and research processes, despite the absence of programs in specific medical and engineering fields. (*Annex No.1, Standard II.10*).

**2.11.** The external review team observes that Tirana Business University (TBU) provides appropriate rest and recreational facilities for students and academic staff. These spaces facilitate relaxation and informal interaction, positively contributing to the institutional atmosphere and the well-being of the university community. The institution's commitment to maintaining these facilities is commendable, and it is recommended that efforts continue to enhance them in accordance with the evolving needs of students and staff. [Ref. 11] (*Annex No.1, Standard II.11*).

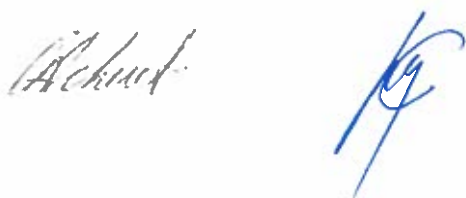
**2.12.** During the evaluation process, the external review team notes that Tirana Business University (TBU) operates in leased premises and consistently monitors the condition of its physical infrastructure. The spaces dedicated to the educational process, such as lecture halls, laboratories, and support areas are well-organized to meet the needs of both staff and students, considering student numbers and the specific requirements of study programs. [Ref. 18.3.2; 18.3.1]

The facilities are equipped with modern information technology tools, creating suitable conditions for both theoretical and practical activities based on contemporary teaching methodologies. Technological and electronic equipment is well-maintained and periodically updated to respond to the dynamic needs of the teaching process. [Ref. 11; 11.1; 11.1.1]

Additionally, the institution holds a Fire Safety Certificate issued by the relevant authorities, confirming compliance with legal and technical standards for physical safety against fire hazards, as per current legislation. [Ref. 11.2]

In conclusion, the institution treats its infrastructure as a vital component for ensuring teaching quality, implementing ongoing measures to guarantee its functionality, safety, and continuous improvement in line with applicable standards. (*Annex No.1, Standard II.12*).

**2.13.** The external review team confirms that Tirana Business University (TBU) manages academic documentation in both physical and electronic formats, complying with legal requirements and relevant regulations. [Ref. 22.2] The academic secretariat ensures the

Two handwritten signatures in blue ink are located at the bottom of the page. The signature on the left is written in a cursive style, and the signature on the right is more stylized and angular.

preservation and archiving of official student and academic records, including student registers and grade books, which are maintained permanently.

Documentation is stored both in hard copy and digitally via the internal Intranet system. Academic progress statistics and data are processed and disseminated by the secretariat in accordance with internal requirements and relevant state authorities. [Ref. 1; 21; 31] Moreover, academic units and staff administer documentation related to the planning and execution of teaching and research activities, including syllabi, thesis topics, and instructional materials. Information gathered during the visit indicates that the institution is testing an integrated academic information management system. The external review team views this initiative positively and recommends continued committed implementation to enhance access, security, and efficiency in data administration. [Ref. 21.1; BM 8]. (*Annex No.1, Standard II.13*).

2.14. The external review team evaluates that Tirana Business University (TBU) has established a stable and effective information and management infrastructure that supports academic and institutional administration in line with modern standards.

The internal information system (Intranet), along with the "Pitagora" platform developed in cooperation with the Albanian Academic Network, provides storage, processing, and real-time access to student data and educational processes. These systems automate key functions such as student enrollment, grade management, transcript processing, and issuance of official documents, thereby enhancing institutional efficiency. [Ref. 22.1; 21.1; 21]

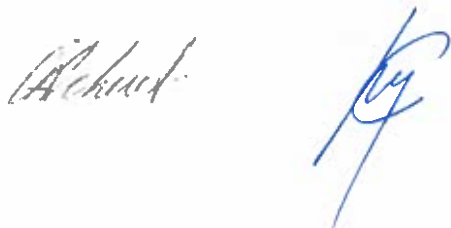
During the visit, it was noted that TBU is piloting an interactive student management system aimed at significantly improving students' personal access to academic and financial information and strengthening their engagement with academic and administrative staff. The review team encourages the finalization and implementation of this system as a crucial step towards full digitalization and the consolidation of an integrated institutional information system. (*Annex No.1, Standard II.14*).

2.15. The external review team notes that Tirana Business University has developed a solid IT infrastructure, ensuring that all employees are equipped with the necessary technological tools, which are regularly maintained. Documentation shows that TBU has 135 networked computers with internet access throughout its facilities, providing adequate conditions for teaching and research activities. [Ref. 21.1; 18.3.2]

It is noted that until the 2022-2023 academic year, TBU was registered with the EBSCO platform, and it is recommended that the process of renewing subscriptions to this and similar platforms for the 2025-2026 academic year be finalized to strengthen the institution's research capabilities.

In summary, TBU has established a stable and functional technological system that effectively supports the university's academic and administrative activities. (*Annex No.1, Standard II.15*).

2.16. The external review team finds that Tirana Business University (TBU) has implemented a well-organized and transparent budget planning and management process that adheres to established rules and procedures. The budget is developed in line with the Development



Strategy and realistic financial expectations, with any deficits covered by university investors. The Board of Administration, as the main decision-making body, oversees financial and administrative management, ensuring financial sustainability and approving the annual and medium-term budgets in cooperation with the Academic Senate. The board also sets policies regarding fund allocation, staff recruitment, and scholarship distribution, ensuring efficient and transparent management. [Ref. 1; 7; 19; 21]

Close collaboration between the Board and Senate in drafting the long-term financial plan, aimed at sustainable and effective resource use, is also acknowledged. Overall, the institution benefits from reliable mechanisms for transparent and accountable financial administration. [BM 8; C7]. (*Annex No.1, Standard II.16*).

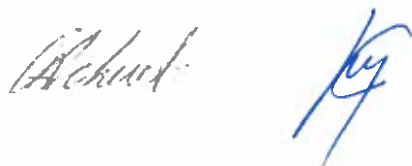
**2.17.** The external review team notes that Tirana Business University (TBU) has established a structured and sustainable financial management system that ensures the implementation of financial policies in accordance with legislation and regulations. The Board of Administration, elected by the General Assembly of Partners, carefully monitors financial plan execution and holds full responsibility for institutional revenues and expenditures. [Ref. 1; 7; 19; BM 8]

The university administrator, as the highest administrative authority and legal representative, supervises fund management, fee collection, and compliance with fiscal obligations, ensuring transparency and accountability in financial operations. The Finance Office supports these activities and has conducted independent audits since 2018 to ensure accuracy and reliability. [Ref. 18.1.3]. After experiencing financial losses during 2010–2015, which were covered by the partners, TBU has successfully balanced income and expenses sustainably since 2016. [SER; BM 2; BM 8]

Overall, the institution offers a robust financial management framework, with clear responsibilities and defined procedures for monitoring, controlling, and implementing financial policies, ensuring the efficient and transparent use of available resources. The external review team recommends that TBU develop a clear and well-defined policy to support scientific research by academic staff, accompanied by a dedicated financial fund within the institutional budget. This approach would encourage proactive staff involvement in research, strengthen the research component as a key aspect of performance evaluation, and contribute to improving the overall academic quality of the institution. (*Annex No.1, Standard II.17*).

**2.18** The external evaluation team finds that Tirana Business University (TBU) consistently implements budgetary and financial control policies in compliance with applicable laws and regulations. Financial audits are conducted regularly by competent authorities, ensuring transparency and accountability. It is assessed that the Board of Administration, in cooperation with the Academic Senate, approves and monitors the annual and long-term budgets, while audit reports are made publicly available and transparently discussed with staff. The institution carries out internal controls to ensure adherence to financial standards. [Ref. 1; 18.1.2; 18.1.3; 18.2.2; 18.2.3; 18.3.3; 18.3.4; BM 7]

Furthermore, the annual financial statements and audit reports are accessible to the public on the official website of the National Registration Center (QKB), and TBU prepares detailed



financial statements on revenues and expenditures, which are integrated into the institution's budget plan. (*Annex No.1, Standard II.18*).

**2.19** The external review team notes that Tirana Business University (TBU) has developed an open and sustainable strategy for cooperation and partnerships at regional, national, and international levels. Nationally, cooperation focuses on safeguarding common interests with private higher education institutions, actively participating in conferences and joint initiatives, as well as being a member of the Conference of Rectors. [Ref. 33.7.1; 33.7.2]. Internationally, TBU participates in programs such as Erasmus and has established agreements facilitating academic mobility and the development of research projects. [Ref. 34.1; 20.1.1; 20.1.2; 20.1.3; 2020.1.9; 20.2; BM 5; C 5]

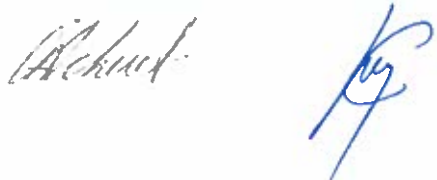
The evaluation team recognizes TBU's collaboration with business organizations as a vital element that provides professional practice opportunities and employment prospects for students, effectively linking theory with practice and fostering long-term relationships with the economic sector, particularly with Balfin Group and its associated companies. The review team suggests that TBU needs to strength its international partnerships with reputable academic and research institutions by actively engaging in collaborative projects that enhance research capacity and innovation. Simultaneously, it suggests intensifying academic mobility programs for staff and students to facilitate greater exchange of experiences and adoption of best international practices, thereby contributing to staff professional development, student preparation, and the enhancement of the university's reputation. (*Annex No.1, Standard II.19*).

**2.20** The external review team finds that Tirana Business University (TBU) has established long-term and sustainable partnerships with various institutions to support its academic, administrative, research, and professional practice activities. [Ref. 34.1; 34.2; 34.5; BM 9]

The review team observes that TBU employs a structured approach to research development at institutional, faculty, and individual levels, and has created effective cooperation mechanisms with different institutions to facilitate teaching practices and internships, thus bridging academic studies with labor market needs. Moreover, the team notes that collaboration with the private sector, including key partners such as Balfin Group, Neptun, Raiffeisen Bank, and others, contributes significantly to the provision of professional training for students, the enhancement of their entrepreneurial skills, and improvement of their academic experience and readiness for labor market integration. [Ref. 33.1; 34; BM 9]. (*Annex No.1, Standard II.20*).

**2.21** The external review team notes that Tirana Business University (TBU) implements policies that promote international mobility of students and academic staff, recognizing it as an important tool for improving education quality and professional development. [Ref. 34.1; 34; 20.1; BM 5]

Through participation in programs such as Erasmus+ and bilateral agreements with foreign institutions, TBU creates opportunities for academic exchanges and involvement in international research activities. These initiatives expand participants' intercultural and academic experiences and enhance the institution's international profile. [Ref. 20.1.1–20.1.9; BM 5]. The review team also highlights the organization of seminars, open lectures, and training sessions involving international experts, which enrich the academic offer and foster

Two handwritten signatures in blue ink are located at the bottom left of the page. The first signature is a cursive-style name, and the second is a stylized monogram or set of initials.

scientific and professional dialogue within the institution. [Ref. 38.2; BM 5; MB3; BM4]. It is suggested that TBU further expand its international partnership network to increase participation in joint research projects and joint degree programs. Additionally, intensifying academic staff and student mobility through administrative and financial support and enhanced promotion of existing opportunities is advised. (*Annex No.1, Standard II.21*).

**2.22** The review team observes that Tirana Business University (TBU) pays continuous attention to labor market analysis and economic developments at local, regional, and international levels as an integral part of fulfilling its mission and strategic objectives. [Ref. 29.1]

The review team notes that TBU collects and analyzes data systematically via regular surveys with students and alumni and maintains sustainable cooperation with private and public sector stakeholders. The Student Affairs and Career Office plays an important role in directly connecting students with the labor market, facilitating alignment between academic profiles and real employment demands. [Ref. 34.3; 29.2; 29.3; 29.4; 29.5; BM 8; BM 9]

Furthermore, the involvement of academic staff with direct private sector experience, as well as extended student internships in businesses and institutions, constitutes a valuable source of information on labor market trends and demands. TBU's participation as a partner institution in the World Economic Forum's Centre for the New Economy and Society, within the preparation of the Global Competitiveness Reports for 2019 and 2020, demonstrates its commitment to contributing to surveys and analyses related to the labor market and the skills gap, enriching knowledge of global and regional developments. [SER. [https://www3.weforum.org/docs/WEF\\_TheGlobalCompetitivenessReport2019.pdf](https://www3.weforum.org/docs/WEF_TheGlobalCompetitivenessReport2019.pdf); [http://www3.weforum.org/docs/WEF\\_TheGlobalCompetitivenessReport2020.pdf](http://www3.weforum.org/docs/WEF_TheGlobalCompetitivenessReport2020.pdf)]

This engagement enables the institution to develop and update study programs that reflect the dynamic demands of the labor market, thereby increasing the relevance and sustainability of its academic offerings. (*Annex No.1, Standard II.22*).

### ***Findings***

#### ***Good Practice***

The review team identified the following features of good practice:

- The review team considers the collaboration between TBU and business organizations as a significant component that provides professional practice opportunities and employment prospects for students, effectively linking theory with practice and helping to build long-term relationships with the economic sector, particularly with Balfin and companies within this group. (*Annex No.1, Standard II.19*)

#### ***Weaknesses***

The review team did not identify any weaknesses in this evaluation area.



### ***Recommendations***

The review team identified the following recommendations:

- The review team recommends that TBU develop a clear and well-articulated policy to support scientific research by academic staff, accompanied by a dedicated and motivating financial fund within the institutional budget. Such an approach would encourage more proactive engagement of staff in research activities, strengthen the research component as an integral part of performance evaluation, and contribute to enhancing the overall academic quality of the institution. (Annex No.1, Standard II.17)

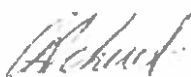
### ***Affirmation of Action Being Taken***

The review team affirms the following actions currently underway:

- TBU is testing an interactive student management system designed to significantly improve students' personal access to academic and financial information, as well as strengthen their interaction with academic and administrative staff. The review team encourages the completion and implementation of this system as an important step towards full digitalization and the consolidation of an integrated institutional information system. (Annex No.1, Standard II.14)
- It is noted that until the academic year 2022-2023, TBU was registered on the EBSCO platform, and steps have been taken to renew subscriptions for both EBSCO and the Scopus database. The review team encourages the finalization of the renewal process for these and similar platforms for the academic year 2025-2026 to strengthen the institution's research capacities. (Annex No.1, Standard II.15)

### ***Judgement***

The standards for Evaluation Area 2: Resources and Partnership **are fully met.**

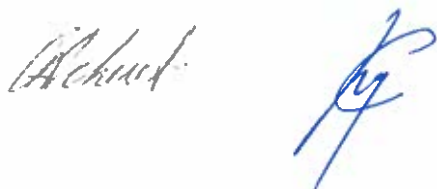


### ***Evaluation Area 3: Study Programs, Teaching, and Evaluation***

**3.1** The study programs are designed with a well-balanced integration of theoretical knowledge and practical experience, including components such as professional internships and cooperation with the private sector. These elements contribute significantly to preparing students for the real challenges of the labor market and demonstrate the institution's commitment to functionally linking the academic offer with the dynamic needs of the economic sector. [Ref. 26.3.1-26.3.10]. The activation of the alumni network and partnerships with key companies, including those within the Balfin Group, further strengthen the connection between education and the labor market. The review team appreciates the institution's systematic use of feedback from graduates and market stakeholders as a good practice that contributes to the continuous improvement and updating of curricula. This reflects an institutional approach that is reflective and oriented towards ongoing enhancement. The review team assesses that TBU follows a consolidated, market-oriented strategy in the design and implementation of study programs. This orientation is translated into an academic offer aligned with the institution's long-term objectives, technological and economic developments, and supports the preparation of a student profile capable of competing and succeeding professionally. [Ref. 1; 7; 29.1]. (*Annex No.1, Standard III.1*).

**3.2** The review team finds that the study programs offered by Tirana Business University (TBU) comply with the strategic objectives of national policies and align with international trends in higher education development. These programs aim to preserve and strengthen national academic and cultural values while simultaneously integrating components responsive to global developments and the needs of the international labor market. [Ref. 3; 7; 7.1]

The review team acknowledges the institution's efforts to develop study programs that incorporate elements of entrepreneurship, creativity, and innovation in line with national priorities for youth employment and economic development. The institutional strategy includes internationalization as a key component, materialized through the provision of courses in English, promotion of student mobility, organization of summer schools and intercultural activities such as "Study Tour," and establishment of agreements for double-degree programs with foreign universities. [Ref. 7; 7.1]. The study programs are structured according to institutionally approved regulations, which define program objectives, admission criteria, academic structure, and curricular content. The review team notes that these regulations are prepared collegially by the respective faculties and departments and are approved by the University Senate, ensuring transparency and coherence in the academic planning process. [Ref. 26.1.1; 26.1.2; 26.1.3; 26.1.4; 26.1.5; 26.1.6; 26.1.7; 26.1.8; 26.1.9] The harmonization of curricula with international standards and practices, as well as their alignment with national objectives for education quality, employment, and economic development, constitute an important aspect of TBU's institutional approach. The review team evaluates that this position enables the institution to prepare competitive students with competencies suitable for globalized markets and a continuously evolving technological and economic environment. (*Annex No.1, Standard III.2*).



**3.3** The review team confirms that the study programs offered by TBU are built on clear and well-structured objectives, compatible with qualification levels and the corresponding academic and professional profiles of each program. In accordance with the national legal framework and applicable subordinate acts, each program clearly defines credit loads, the division between contact hours and individual study hours, and includes professional internship components and final graduation requirements. [Ref. 26.1.1–26.1.9]

The review team notes that the programs are designed to ensure the acquisition of advanced knowledge and development of competencies suitable for the labor market, aiming to prepare students for leadership roles or specialized positions in relevant sectors. The modular design based on the ECTS credit system, appropriate workload distribution according to program nature, and inclusion of professional internships demonstrate a careful curriculum organization aligned with the declared learning objectives. [Ref. 23; 13.2; BM 8; BM 9]

Furthermore, the review team observes that the institution places special emphasis on transparency and communication with students regarding program objectives and content. Students are clearly informed about the structure and development of programs from the beginning of the academic cycle and throughout each course, both through direct communication with academic staff and via learning management platforms such as LMS (Moodle), Office 365, and SharePoint. This represents a positive practice that helps students better orient themselves during their studies and manage their learning process effectively. [Ref. 35; 35.1; 35.2; 35.3]. The review team also appreciates the commitment of staff to informing and supporting students in achieving their learning objectives. (*Annex No.1, Standard III.3*).

**3.4** TBU confirms that it has clearly defined and rigorously follows procedures for the approval of new study programs in compliance with the prevailing legal and regulatory framework. The review team notes that institutional practice is based on the provisions of Law No. 80/2015 “On Higher Education and Scientific Research,” relevant Council of Ministers decisions, and guidelines from the Ministry of Education, Sports, and Youth. [Ref. 4]

The proposal for launching a new program originates from the department responsible, supported by a detailed labor market analysis that considers current needs and sectoral development prospects. This proposal undergoes a specified review pathway: initial discussion at the Dean’s level, consultation by the Curriculum Office, and final approval by the Academic Senate. Throughout this process, consultations with external stakeholders, including labor market representatives, field experts, and the business community are conducted to enhance the relevance and alignment of new programs with actual market demands. [Ref. 23.2; 23.1; BM 9]. The design and development of new programs follow the standard formats and guidelines established by the Ministry of Education, addressing not only academic content but also administrative and financial aspects related to program implementation and sustainability. The review team considers that new programs are developed in alignment with the institution’s mission and strategy, supported by existing academic and research capacities, and comply with the expertise areas of relevant units. Their structure is harmonized with existing programs, ensuring continuity, coherence, and successful implementation. Although the process appears clear and functional, it is recommended to further formalize the documentation of labor market




analyses and consultations with external actors, as well as strengthening their systematic involvement throughout the entire cycle of program development and review. This would ensure a closer link between academic developments and the dynamic needs of the labor market. (*Annex No.1, Standard III.4*).

**3.5** The review team finds that the provision of study programs at the institution is carried out in accordance with the existing academic, infrastructural, and financial capacities. The institution possesses sufficient resources to ensure the effective functioning of study programs and to support their development in compliance with legal standards and quality requirements. [Ref. 13; 13.1]

From the review of documentation conducted interviews, it emerges that the academic structure is supported by a qualified staff that meets the criteria set forth in higher education legislation, both in terms of the number and qualification level of full-time personnel. The involvement of lecturers with practical experience is also noted, which contributes to linking curricula with current labor market developments and societal needs. The review team assesses that the ratio of full-time academic staff to the number of students is generally within acceptable norms. However, in some academic units, this ratio presents a challenge that requires continuous monitoring. Therefore, it is recommended that the institution periodically analyzes the balance between academic capacities and the growth in student numbers, with the aim of ensuring the quality of the teaching process. [Ref. 23; 10; 13.1; 13.11; 13.13]

Since during the visit it was noted that the institution plans to expand the academic staff, it is suggested that new recruitment focus on engaging personnel with academic titles and scientific degrees, to further strengthen academic capacities. The infrastructural capacities assessed during the visit are deemed appropriate and in compliance with legal requirements and the practical needs of the development of study programs. Teaching premises, laboratories, spaces for supportive services, and library resources are functional and available to staff and students. The technological equipment used in teaching complies with contemporary standards and supports the development of a favorable environment for learning and scientific research. [Ref. 11; 11.1; 11.1.1]. In conclusion, the review team considers that the institution has consolidated capacities on which the provision of study programs is based. The alignment between existing resources and the institution's strategic objectives creates a foundation for sustainable academic development. (*Annex No.1, Standard III.5*).

**3.6** The external evaluation review team finds that the study programs offered by the institution are organized according to the cycles defined in the National and European Qualifications Frameworks for Higher Education. Their structure respects the legal division into the first and second study cycles, ensuring a natural academic progression for students and fulfilling the objectives of professional and scientific training. The first cycle programs have a duration of three years and provide basic knowledge aimed at preparing students for the labor market or further study cycles. [Ref. 26.1.1; 26.15; 26.1.6; 26.1.7]. The second cycle programs include both professional and scientific formats, with a duration of one or two years, and comprise practical or research components that contribute to deepening specialized knowledge and skills. [Ref. 26.2; 26.3; 26.4; 26.8; 26.9, BM 9]. The programs are structured in accordance with legal requirements, including core, characteristic, interdisciplinary, complementary, and

Two handwritten signatures in blue ink are located at the bottom left of the page. The first signature is cursive and appears to read 'Achraf'. The second signature is more stylized and abstract, possibly representing the initials 'Ry'.

final subjects. For each teaching unit, a respective syllabus is prepared, describing the training objectives, thematic content, teaching and assessment methods, in line with methodologies set by the legal framework for higher education. The involvement of experts from relevant fields in module development is also highlighted as a positive practice for improving teaching quality and linking curricula to the labor market.

Student graduation is conducted in accordance with current legislation and is documented through the issuance of the relevant diploma, which certifies the successful completion of the academic program obligations. [Ref. 25.1; 3; BM 3; BM 4; BM 5] The review team assesses that the cyclical structure of programs complies with relevant standards and creates a stable basis for offering higher education aligned with contemporary academic and professional developments. (*Annex No.1, Standard III.6*).

**3.7** The external review team finds that the study programs are sustainably structured and organized into study cycles, ensuring the gradual and continuous development of students' knowledge and skills. The programs cover the first and second cycles and comply with the National and European Qualifications Frameworks, providing a good balance between theoretical content and practical elements. [Ref. 3]

It is assessed that the content of the programs adequately reflects labor market needs and student expectations, considering economic and social transformations at the national level. The inclusion of experts and professional actors in consultations for program development represents a successful practice that helps adapt programs to real market demands and professional advancements. [Ref. 29.1; 29.2; 29.3; 29.4; 29.5, BM 8; BM 9]

Additionally, the study programs provide clear guidance for students and opportunities for gradual acquisition of knowledge, with a special focus on preparation for the labor market and scientific research. The organization and supporting regulations comply with international standards and promote continuous improvement of the quality of education offered. [Ref. 26.1; 26.2; 26.3; 26.5; 26.8; 26.9]

Strengthening these practices will contribute to further advancement of academic quality and continuous adaptation to the needs of economic and social development. (*Annex No.1, Standard III.7*).

**3.8** The external review team finds that the institution has undertaken concrete steps to develop and offer lifelong learning programs in line with its educational mission and the requirements of higher education and scientific research legislation. Besides regular study programs, the institution organizes training, seminars, and workshops aimed at updating knowledge and developing skills for students and academic staff. [Ref. 16; 17; 38.1; 38.2, BM 3; BM 4; BM 5].

These initiatives represent various forms of continuing education, adapted to labor market needs and social developments, and offered in different fields of professional specialization. [Ref. 5.31; 5.32; 5.3.3] They are oriented towards acquiring modern teaching methods, professional advancement, and strengthening practical capacities, making them accessible to different beneficiary categories beyond the internal academic community. The review team

Two handwritten signatures in blue ink are located at the bottom left of the page. The first signature is written in a cursive style and appears to read 'A. Chuch'. The second signature is more stylized and abstract, consisting of several loops and strokes.

positively assesses the institution's commitment to building a culture that promotes lifelong learning as well as consolidating structures that plan, approve, and publish related activities through institutional decision-making bodies. The systematic documentation and archiving of these activities, both electronically and physically, support institutional transparency and traceability. [Ref. 4.5.1; 4.5.2; 4.5.3]. (*Annex No.1, Standard III.8*).

**3.9** The external review team finds that the study programs offered by the institution are built in accordance with the research and professional profile of the respective units, reflecting the institutional mission and approved academic directions. It results that these programs are designed in harmony with the needs of specialization fields and the academic structures of the units. [Ref. 33.1; 33.1.1; 33.3]

It is assessed that program design and updating are conducted in cooperation with field actors, including public and private institutions, domestic and international businesses, and representatives of local government, which influence the alignment of teaching content with labor market developments and current sectoral professional demands.

It is noted that the institution establishes stable cooperation relationships with external partners, which serve not only for the development of practical components of programs but also for improving employment opportunities and professional orientation of students. [Ref. 29.1; 29.2; 29.3; 29.4; 29.5; 34.1; 34.2; BM 9]

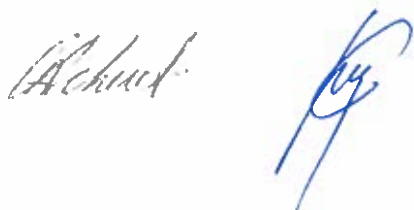
It results that through training, seminars, and other informative activities, the institution contributes to raising student awareness about career management and professional development. [Ref. 34.4; 34.3; 34.4.1; 38.2 BM3; BM 4] These activities support student preparation for labor market integration and the improvement of their practical competencies. (*Annex No.1, Standard III.9*).

**3.10** The external review team finds that the institution has established dedicated structures for periodic monitoring of the quality of study programs and continuous improvement of teaching. The Internal Quality Assurance Unit (IQA Unit) is functional and has access to institutional data, operating in accordance with the legal framework and institutional documents. [Ref. 1; 24.1; BM 6]

It is assessed that this unit, together with the Quality Commission and respective faculty commissions, plays a key role in developing an internal quality culture and conducting periodic evaluations, preparing reports that address issues and propose improvement measures. The organization and functioning of these structures are defined in the institution's Statute and regulations. [Ref. 24.2; 24.3; 24.4.1; 24.5.1; 24.5.2; BM 6]

It results that quality monitoring includes analysis of teaching and scientific research in all basic units and is supported by planned instruments aligned with the guidelines of the European Higher Education Area. This also includes the organization of training, seminars, and workshops aimed at the professional development of staff and adaptation to student needs. (*Annex No.1, Standard III.10*).

**3.11** The external review team observes that the study programs at the institution undergo a continuous process of review and improvement, in line with academic developments, labor

Two handwritten signatures in blue ink are located at the bottom left of the page. The first signature is written in a cursive style, and the second is a more stylized, looped signature.

market demands, and international higher education standards. It is assessed that the institution has undertaken concrete initiatives to update curricula, integrate modern teaching methods, and increase the practical orientation of the programs. [Ref. 7; 7.1; 22.1; 22.2, BM 6]

It emerges that program improvements are achieved through collaboration with external stakeholders, including representatives from the private sector and alumni, who contribute feedback on the content and relevance of curricula. The activation of the alumni network and interaction with partner companies, including key market entities, has positively influenced the adaptation of programs to the real needs of employment and professional development. [Ref. 22; 22.1; 29.3; 29.5; 34.1; 34.2, BM 9]

The review team notes that the Curriculum Office, in cooperation with the Internal Quality Assurance Unit (IQA Unit), periodically analyzes program performance, considers suggestions from students and faculty, and guides changes in accordance with legislation and developmental priorities. It is suggested that the institution continue to deepen market analyses and strengthen mechanisms for the systematic involvement of alumni and market actors in the program review process, aiming to enhance the quality and competitiveness of the academic offer. (*Annex No.1, Standard III.11*).

**3.12** The review team found that the institution follows a clear and comprehensive policy for improving teaching quality, focusing on aligning academic programs with the latest developments in education and labor market requirements. [Ref. 22.1; 22.2] It appears that curriculum updates and the integration of modern teaching methods, including interactive approaches and the use of technology, contribute to increasing the effectiveness of the teaching process and preparing students with the necessary practical knowledge and skills. [Ref. 22]

Students are involved in the teaching evaluation process, ensuring continuous feedback and increasing transparency in education quality. Moreover, the creation of adequate infrastructure and provision of sufficient resources, which support the development of a conducive learning environment, are considered key factors. [Ref. 24.2; 24.3; 24.5.1; 24.6; 24.6.1; 24.7; BM 3; BM 4; BM 5; BM 6]

The review team notes that the institution has established systematic mechanisms for the periodic evaluation of academic staff, where the roles of departments and faculties include analyzing teaching and research quality improvement. The Internal Quality Assurance Unit prepares detailed reports and drafts work plans aligned with quality assurance objectives and the current legal framework. [Ref. 24.6, BM 6]. (*Annex No.1, Standard III.12*).

**3.13** During the external evaluation process, the review team found that the study programs offered by the institution are implemented fully in compliance with the current legal and regulatory framework, both at the institutional and national levels. It was identified that the programs are designed in accordance with the Bologna Process principles and harmonized with the National Qualifications Framework and the Qualifications Framework of the European Higher Education Area, reflecting contemporary and labor market-oriented approaches. [Ref. 1; 2; 3.1; 3.2; 4.1; 4.2]. The review team assesses that the organizational structure of the institution effectively supports the implementation of study programs through the clear



functioning of academic and administrative units. Responsibilities for the implementation and monitoring of programs are defined, while regulatory documentation complies with the requirements of Law No. 80/2015 and relevant bylaws. [Ref. 1.1]

It is noted that the study programs are accredited and that the process of their review and improvement is carried out periodically, in line with labor market analyses and the institution's academic objectives. The involvement of internal stakeholders in this process, as well as the provision of necessary human and infrastructural resources, further supports the implementation of quality standards. Based on this data, the review team assesses that the institution has ensured the organizational, regulatory, and functional conditions to implement the study programs declared, in accordance with the approved structures at both institutional and national levels. (*Annex No.1, Standard III.13*).

**3.14** The review team found that the study programs offered by the institution include practical components aimed at applying theoretical knowledge to concrete professional situations. [Ref. 26.11; 26.1.2; 26.1.3]

Through meetings with academic staff and students, as well as program reviews, the team identified that programs are structured to give significant importance to practical training in developing student competencies through professional practices, internships, applied projects, laboratory work, simulations, and the use of specific software. [Ref. 23; 34.5; BM 3; BM 4; BM 5]

The review team positively evaluates the institution's effort to strengthen the link between theoretical knowledge and practical experience, particularly in economic and technological fields, where initiatives such as business incubators and start-up support have been developed. These initiatives offer students opportunities to experiment with entrepreneurial ideas and build direct skills necessary for the labor market. Additionally, the review team identified engagement in organizing practical activities such as training sessions, workshops, and participation in national competitions, which contribute to the professional development of students. Mentoring and individual counseling initiatives, as well as involvement in research projects, are considered effective practices for increasing interaction with field professionals and preparing for real market challenges. [Ref. 35; 38.2; BM 3; BM 4]

Based on documentation analysis and information gathered during the visit, the review team assesses that the institution has created suitable conditions to enable the practical application of theoretical knowledge acquired and has undertaken sustainable measures to bring students closer to the labor market and real professional challenges. (*Annex No.1, Standard III.14*).

**3.15** The review team found that the study programs at TBU are designed and implemented with the aim of actively involving students in the competence acquisition process, in line with a student-centered approach. From meetings with academic staff and students across different study cycles, it is noted that various didactic methods are used to support the development of professional competencies through projects, solving practical problems, group work, and interactions aimed at stimulating critical thinking and creativity. Lectures, seminars, and other educational activities provide opportunities for reflection, participation, and collaboration,

Two handwritten signatures in blue ink are located at the bottom left of the page. The first signature is a cursive name, possibly 'Achmed', and the second is a stylized signature, possibly 'Ry'.

while supporting documents such as guides and orientation materials assist in structuring the learning process. [Ref. 23; 26.1.1; 26.1.2; 26.1.7; 26.1.8]

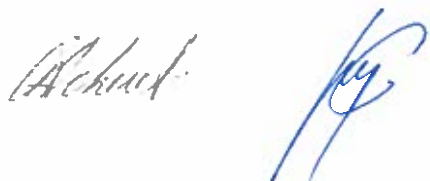
However, the review team identified that active student involvement is not yet uniformly and sustainably structured across all programs and teaching formats. [Ref. BM 3; BM 4]. It was noted that interactive practices are more emphasized in specific activities such as seminars, but there is a lack of comprehensive evidence regarding their impact on competence acquisition. Furthermore, the team considers that mechanisms for monitoring, evaluating, and systematically documenting student involvement and their feedback on the effectiveness of methods used are not yet consolidated. The review team suggests that TBU needs to develop and implement an institutional standardized approach for the active involvement of students throughout the learning cycle. This includes strengthening the use of interactive methods and project-based learning, as well as establishing effective mechanisms for continuous monitoring and analysis of student engagement and its impact on competence development. (*Annex No.1, Standard III.16*).

**3.16** The review team found that the study programs at TBU are designed to prepare students for the labor market by combining theoretical knowledge with practical experience. The programs aim to develop professional and interdisciplinary competencies in line with domestic and international market requirements. TBU has established cooperation agreements with various institutions and organizations, which offer opportunities for professional internships for students of both study cycles. [Ref. 26.1.1; 26.1.5; 34.1; 34.2; 34.5]

It is assessed that the program structure and engagement in professional internships contribute to preparing students for employment by exposing them to real working conditions and contemporary technologies in the respective fields. [Ref. 34.5; 34.3; 34.4; BM 3; BM 4]. In this context, the institution's strength is the orientation of programs towards developing competencies required by the labor market, as well as functional cooperation with institutions offering effective professional internships, such as companies within the Balfin Group and others of similar standing. (*Annex No.1, Standard III.16*).

**3.17** The review team found that the study programs at TBU aim to promote student mobility through academic exchanges, international projects, and collaboration with institutions in Europe and beyond. This seeks to broaden students' academic horizons and professional skills, enabling them to pursue advanced studies and build international careers. The programs comply with the Bologna Process and utilize the ECTS system to facilitate the recognition of qualifications and academic mobility. [Ref. 20; 20.1; 20.2; 20.1.1; 20.1.2; 20.1.5; BM 3; BM 4; BM 6]

The Projects and Internationalization Office coordinates mobility, signing agreements with partners and setting criteria for participation in programs such as Erasmus+. However, student mobility remains low and requires greater efforts in promotion and encouragement of participation. Concrete and effective measures are suggested to encourage active participation; therefore, communication, financial, and administrative support need improvement to increase student mobility. It is recommended that TBU treat student mobility as a significant objective by developing dedicated policies to promote student participation in such mobility programs.

Two handwritten signatures in blue ink are located at the bottom left of the page. The first signature is written in a cursive style, and the second is a more stylized, looped signature.

Strengthening communication, increasing institutional support, and expanding cooperation with international partners are recommended to improve access to and the quality of mobility experiences for students. (*Annex No.1, Standard III.17*).

**3.18** The review team found that the graduation process at TBU is organized in accordance with regulations approved by the Academic Senate, which clearly define the responsibilities of students and academic staff for fulfilling academic standards and completing studies. This ensures a clear institutional framework for teaching and research processes. Study programs are developed according to the ECTS system and aligned with Bologna Process norms. The duration and structure of second cycle programs, including Professional and Scientific Masters, are clear and include the requirement to pass a foreign language exam based on international tests. [Ref. 3; 26.1.3; 26.1.4; 26.1.8; 26.1.9; 27.1.4; 27.1.4.1; 27.1.5; 27.1.5.1]


The graduation process is clear and detailed: at the first cycle, graduation is achieved through a final exam or thesis defense, with a minimum average grade ensuring academic quality. During the second cycle, graduation includes the final exam or thesis defense in accordance with institutional guidelines. Overall, the graduation process at TBU is well-structured and complies with legal and academic requirements, creating a strong foundation for the successful functioning of programs and the issuance of official diplomas with value. (*Annex No.1, Standard III.18*).

**3.19** The review team found that TBU has ensured adequate infrastructural conditions to support study programs and research activities. Teaching spaces and laboratories are efficiently organized and provide suitable areas for individual and collaborative work, meeting the needs of students and academic staff. Technologically, the institution has two computer labs equipped with modern, high-performance devices that facilitate the completion of complex tasks and the use of advanced software. Additionally, TBU has ten classrooms equipped with computers and projectors that support interactive teaching development. Academic and administrative staff have access to advanced technological equipment that enhances their daily work efficiency. [Ref. 21.1; 18.3.1; 18.3.2]

The review team assesses that TBU's hardware and information technology infrastructure aligns with the requirements of study programs, creating a modern and functional environment suitable for academic and research development. (*Annex No.1, Standard III.19*).

**3.20** The review team found that TBU has created and continues to maintain an adequate and functional laboratory infrastructure that effectively supports the implementation of study programs. Laboratory equipment and services provided by the institution facilitate conducting necessary measurements, analyses, and tests in accordance with the requirements of professional practices and the diverse academic fields of the study programs offered by TBU. [Ref. 21.1; 18.3.1; 18.3.2; 11]

TBU ensures the presence of trained and qualified academic support staff who assist students during laboratory exercises. Moreover, TBU undertakes continuous measures to maintain and improve laboratory spaces and didactic environments, adapting them to the specific needs of programs and academic standards. (*Annex No.1, Standard III.19*).



**3.21** The review team found that TBU's library holds a rich and appropriate collection of literature covering the main fields of the study programs and responding to the academic and research needs of students and staff. The library facilities are accessible and suitable for the study and use of various materials. The institution's commitment to continuously enriching the bibliographic fund and providing supportive services such as printing and photocopying, which assist academic task fulfillment, is appreciated. [Ref. 37.2; BM 5]. However, the review team noted the current absence of an active contract for subscription to the EBSCO online library and emphasized the need to finalize a stable contract for access to international databases such as Scopus. These platforms are essential for ensuring continuous access to contemporary and high-quality literature, a key element for improving research and teaching quality. [Ref. BM 2; BM 8; C 6]. As a suggestion, the review team suggests the institution promptly complete the procedures for renewing the EBSCO subscription and intensify efforts to secure access to Scopus, thereby strengthening the electronic library infrastructure and enhancing research opportunities for the academic community. In conclusion, TBU's library operates at a good level, but improvement is needed in access to electronic resources to meet contemporary academic and research standards. (*Annex No.1, Standard III.21*).

#### ***Findings***

##### ***Good Practice***

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

##### ***Weaknesses***

The review team did not identify any weaknesses in this evaluation area.

##### ***Recommendations***

The review team identified the following recommendations:

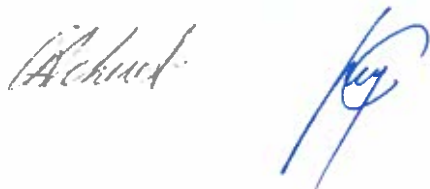
- TBU should encourage the student mobility as a significant objective by developing dedicated policies to encourage student participation in these mobility programs. Strengthening communication, increasing institutional support, and expanding cooperation with international partners are recommended with the aim of improving access to and the quality of mobility experiences for students. (*Annex No.1, Standard III.17*)

##### ***Affirmation of Action Being Taken***

The review team did not identify any affirmation of action being taken in this evaluation area.

#### ***Judgement***

The standards for Evaluation Area 3: Study Programs, Teaching, and Evaluation **are fully met**.



#### ***Evaluation Area 4: Scientific/Artistic Activity and Innovation***

4.1. Within the framework of the Scientific Research Strategy 2024-2029, TBU and the main units Faculties, basic units Departments, and the Center for Economic and Legal Research and Studies (CELRS) have identified information technology and business (both as administration and law) as the areas of highest importance for their research and development efforts [Ref. 33.1.1., SER p. 57, 1; 7; BM 1; BM 5; BM 8].

TBU wants to develop into a place where rigorous research and high-quality studies are conducted, and where teaching and research are closely intertwined. TBU has created a strategic framework with several goals in order to accomplish the aforementioned [Ref. 33.1; 33.1.1; 33.6]. Additionally, the planned events promote academic debate and the display of ideas and conclusions [Ref. 33.7.1; 33.7.2; 35; 33.6]. (*Annex No.1, Standard IV.1*).

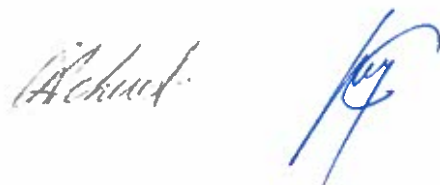
4.2 At the TBU, the departments and research groups define the primary research and scientific areas. Implementation of the priorities of scientific research is based on the laboratories equipped with devices and IT and academic support staff [1; 1.1; SER, p. 59]. The revised Scientific Research Strategy 2024-2029 has been adopted by the Academic Senate with the pertinent decision [Ref. 13.2; 33.1]. The academic staff, basic units, and the Center for Economic and Legal Research and Studies work closely together and coordinate their efforts to realize scientific research, which is not only an individual endeavour of each member of TBU's academic staff but also an institution wide initiative [Ref. 33.1; 33.1.1; 33.6; 33.4.1; 33.4.2]. In recent years, investments have been made in new building, which offers very good working conditions for staff and students [BM 1, BM 9, and Tour of Facilities]. Related to the ethics of scientific research, authorship rights, etc., this is based on relevant documents [Ref. 33.1; 23.3]. Future generations of researchers and current academic professionals receive training for ethics, but they require further teaching on plagiarism and software installation [BM 6; BM 8]. The harmonic operation of the subject departments, which are in charge of and develop all the roles specified in the Statute, in compliance with the current legislation, and in line with this standard, has been a very positive experience provided by TBU [SER, 58]. Before the academic year begins, the departments create a work plan, and a significant portion of that plan includes scientific research. Every basic unit also creates an annual report outlining its accomplishments at the conclusion of the academic year [BM 4, BM 5, BM 8]. In addition to creating an annual report on the individual scientific research projects of the TBU personnel, the department keeps a database on scientific research for each of its members that is updated on a regular basis and submitted to the CELRS [Ref. 33.6]. Over the years, the Research Center's responsibilities have included assisting the pedagogical staff with their individual scientific research, planning scientific events (such as conferences and seminars), and working with the departments to submit applications for both domestic and foreign research projects. Prior to the start of the academic year, this center creates a scientific research plan, and at the conclusion of the year, it prepares a scientific research report [Ref. 33.7; 38.1; 33.8; 34; 34.1; 33.4.1; 33.4.2; 33.5; BM 5, BM 8]. Additionally, TBU runs the Office of Research & Development Projects, which supports the TBU academic staff and research purpose by helping the faculty, staff, and administration of the university obtain and oversee outside



financing for college operations [Ref. 33.8; 34; 34.1], and performance indicators for the research work have been established [Ref. 33.2].

The Center for Economic and Legal Research and Studies, underwent a reorganization during the 2023-2024 academic year. Additionally, the Center worked with the Projects Office to attract HEIs and foreign and Albanian organizations into partnerships through participation in various projects [Ref. 3.3; 33.8; 34; 34.1; 35]. Additionally, TBU academic staff applied for four projects in AKKSHI, of which they were awarded funding for two, and COST and Erasmus+, where they were able to secure participation in the European Commission funded "Dualba" Dual Education project [Ser, p. 60; BM 5; BM 8]. Also, TBU has hosted several scientific events, including round tables, workshops, open lectures, seminars, symposiums, and lectures, all of which are recorded on the institution's website and in its annual reports [Ref. 33.4.1; 33.4.2; 33.5; 33.6.; 33.7.1; 33.7.2; 35]. TBU has encouraged and supported its faculty members to take part in conferences and events both domestically and the publications of TBU academic staff have been published in international scientific journals [Ref. 33.7.1; 33.7.2; 33.6. BM 5, BM 8]. Even though the number of publications in foreign journals has increased since the previous accreditation, more should be done in the future to publish papers in indexed journals with a higher impact. (*Annex No.1, Standard IV.2*).

4.3 Students, academic staff, administrative staff, and collaborators are all welcome to contribute to the TBU Scientific Development Strategy document, which is available for revision as needed. For the approach to be implemented successfully, the entire university community must actively participate [Ref. 33.1]. The first conference following the reorganization and establishment of the Faculty of Information Technology was the International Scientific Conference "Technology & Business Update: "Technology Disruption: Challenges and Opportunities for Adding Value to National Economy, Business & Society" held on November 21, 2024, at TBU. Academic staff from TBU and other higher education institutions, as well as business experts and leaders, as well as current and former TBU students, attended the conference [Ref. 33.7.1; 33.7.2; BM 6; BM 8]. The creation of the Scientific Committee of the Conference, a working group for the conference's organizing (in English), was made possible in relation to the International Scientific Conference that TBU conducted. In accordance with the pertinent classifications and indexes, this conference will continue to be organized once a year, with an emphasis on its acknowledgment in the global arena [SER, p. 61]. In recent years, TBU has expanded its collaboration with a number of different partners, with both domestic and foreign higher education institutions [Ref. 34.1]. TBU and the Albanian-American Development Foundation signed a Memorandum of Cooperation in December 2023. Every member of TBU's academic staff is eligible to apply for funding for projects under the Research Expertise from Albanian Diaspora (READ) program. They can also take advantage of opportunities to collaborate with accomplished Albanian Diasporan scholars in areas such as co-supervision of doctoral programs, curriculum development, co-teaching, and scientific research development [SER, p.62]. TBU has taken steps to facilitate its inclusion in the Central European Exchange Program for University Studies (CEEPUS) network, which facilitates the awarding of grants for academic staff and student mobility and fosters collaboration among partner universities in the respective nations,



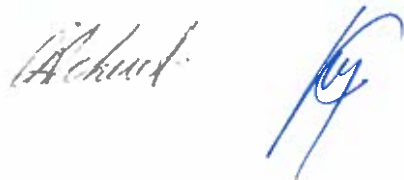
as part of its commitment to being a part of this network [BM 1, BM 6; BM 8]. TBU has successfully obtained participation in Dual Education, a four-year project sponsored by the European Commission that aims to improve the capabilities of Albanian higher education graduates. TBU is one of the partner universities that will profit from this project.

Memorandums of Understanding (MoUs) have been signed with the University of Niccolò Cusano (Rome, Italy), the University of Salento (Lecce, Italy), and WSB University (Poland) as part of the Erasmus+ program's efforts to build connections with partner universities in EU nations. Additionally, in order to host or take part in international conferences and to broaden the University's visibility abroad, the Center for Economic and Legal Research and Studies, in collaboration with the TBU Projects Office, has partnered with two international organizations: Placement in Portugal and ICCM Malaysia [Ref. 20.1.5; 20.1.6; 20.1.8; 20.1.9]. The increase in application of research projects by academic staff, both domestically and internationally is encouraging [BM 1, BM 5; BM 6; BM 8]. However, the research grants to enhance the publications win journal with high impact should be increased (*Annex No.1, Standard IV.3*)

4.4 The performance measurement indicators of scientific research work at TBU are a system built with the aim of objectively measuring research and scientific work, as well as work in service of the development of the institution or the higher education sector as a whole [Ref. 33.4.2; 33.6]. This system aims to combine several goals into one: a) Basic obligations, b) Individual research project, c) Projects with TBU and partners, and d) Expertise for third parties. The performance indicators outlined in the internal lecturer contract at TBU are designed to help lecturers plan and carry out their annual work cycle. These indicators focus on improving teaching quality, advancing scientific qualifications for higher degrees and titles, and promoting research and development. The overall goal is to enhance the lecturer's performance and contribute to TBU's progress [Ref. 33.2] (*Annex No.1, Standard IV.4*).

4.5 To guarantee that everyone conducting scientific research at or for TBU can carry out their duties in accordance with ethical, legal, and professional standards, the Code of Ethics in Scientific Research is a document that attempts to provide a broad framework of precise guidelines and responsibilities [Ref. 23.3]. Additionally, the Center for Economic and Legal Research and Studies (CELRS) regulation outlines the fundamental guidelines for its operations as well as its obligations. Also, the regulation of the Center for Economic and Legal Research and Studies (CELRS) defines the basic rules of functioning and operation as well as its duties and responsibilities. Specifically in point g) any responsibility and or competence that is recognized only to the director of the research and scientific center by the Law on Higher Education in force, applicable in the case of non-public institutions of higher education (it also means those responsibilities in the function of protecting intellectual property). TBU, through CELRS, records the staff's scientific research activities and saves individual information for reporting purposes, performance measurement, and monitoring intellectual property in compliance with applicable regulations [Ref. 33.4.2; 33.6; 33.4.1; 33.5] (*Annex No.1, Standard IV.5*).

4.6 As a fundamental unit, each department at TBU creates a plan for departmental scientific research and tracks the implementation of the lecturers' scientific research using the planned reporting form [Ref. 4.5.1; 4.5.2; 4.5.3; 5.2.1; 5.2.2]. Additionally, the Code of Ethics in



Scientific Research and the metrics used to evaluate the effectiveness of TBU's scientific research efforts are a system that promotes staff participation in scientific research and offers an unbiased evaluation of performance while upholding ethical standards in scientific research [Ref. 33.2; 23.3]. The funds for the Departments, are mainly for conference fees, publication fees, and library, are provided by the institution, if staff applies at institution [BM 5], and the departments are responsible for preparing the report including teaching and research-scientific activates [BM 8] (*Annex No.1, Standard IV.6*)

4.7 To achieve an institution where quality studies and intensive research are conducted and where teaching and research are inextricably linked, TBU has developed a strategic framework with several objectives [Ref. 33.1; 33.1.1]. Nevertheless, also the objectives of scientific research at the departmental level [Ref. 4.5.1; 4.5.2; 4.5.3; 5.2.1; 5.2.2]. The objectives established as part of the scientific research plan are measurable, and TBU monitors them using indicators for measuring scientific research performance while adhering to applicable legislation and ethical standards [Ref. 33.1; 33.1.1; 33.2; 33.6; 23.3; 3.3] (*Annex No.1, Standard IV.7*)

4.8 TBU has an effective and consolidated structure for scientific research activities, the Center for Economic and Legal Research and Studies (CELRS), which has made the interaction between the governing bodies and units covering this important direction for institutional life at the HEI more efficient and effective [Ref. 3.3]. It is not only a concept but also seen as an asset to TBU's scientific research budget to enhance the research inventory with subjects and documents from Master of Science students, particularly applied documents that directly benefit the companies that TBU students work for and with which TBU collaborates. TBU provides logistical support to all academic staff members, particularly young lecturers, so they can begin, continue, and finish third cycle studies in Albania or other nations. In addition to internal lecturers, experts in related sectors, and top students, TBU also draws and participates in scientific research initiatives [Ref. 33.4.1; 33.4.2; 33.5; 33.6, BM 5; BM 6; BM 8]. Furthermore, it is also encouraging that TBU has set up labs in recent years for carrying out research and development, especially in IT [BM1; Tour campus]. Although it is clear that these activities have grown in recent years, it is crucial to give academic staff members even more motivation to develop and enhance ongoing research endeavours, especially those involving students [BM3; BM4] (*Annex No.1, Standard IV.8*).

4.9 The informations for research publications is sent to the CELRS via separate forms for reporting progress in scientific research activity, in addition to the department's commitment as a fundamental unit to track and report the scientific research progress of the pertinent staff. This data is included in TBU's yearly reports, which highlight the involvement and contribution of TBU professors in the field of scientific research both at home and overseas [Ref. 33.4.1; 33.4.2; 33.5; 33.6]. As demonstrated by its annual reports, TBU is involved in and consistently supports the hosting of international seminars and scientific symposia [Ref. 35]. The scientific research mentioned in TBU hosted conferences has been published in scientific journals and in the corresponding books of the organizing partners [Ref. 33.7.1; 33.7.2; 33.6]. Additionally, the TBU website, bulletins, and social networks disseminate the results of scientific study [BM 1; BM 6; BM 8] (*Annex No.1, Standard IV.9*).



**4.10** Among other things, TBU encourages and supports protection of the interests of underprivileged and needy groups, confidentiality, transparency, publication, and full access to the methodologies used, data (non-confidential), and processing techniques. Avoiding any biased research stance and conflict of interest; and avoiding any practice or method that may harm the interests of groups/subjects included in the object of a study [SER, p. 67]. The Code lays forth TBU's and its researchers' and scholars' responsibilities to adhere to institutional and regulatory standards and to be aware of the policies guiding scientific research at TBU [Ref. 3; 23.3; 33.2]. For this reason, penalties or disciplinary actions in the event of a violation of the Code of Ethics in Scientific Research are also covered in its text [Ref. 23.3]. Given the significance of this standard, TBU regularly hosts trainings for academics and scientific researchers on the value of maintaining institutional and individual integrity in scientific research as well as how to avoid it. These trainings use programs, tools, and mechanisms that assist in identifying and offering advice for resolving conflicts and guaranteeing the calibre of scientific work [Ref. 33.1; 33.4.1; 33.4.2; 33.5; 33.6, BM 5]. The Academic Seminar on "Ethical Use of AI Tools in Scientific Research" that took place on October 17, 2024, is one of these events [Ref. 17; 38.1, BM 5]. However, TBU should organize more workshops for TBU staff and students to raise awareness about plagiarism (*Annex No.1, Standard IV.10*)

**4.11** TBU supports and keeps an appreciation on its faculty members' participation in research, studies, and scientific publications. When new lecturers are employed and join the TBU, they are informed of this responsibility. Staffs are made aware of the importance of their ongoing professional growth and advancement in the field of scientific research through the yearly research engagement reporting forms [BM 5, BM 8]. The department, which is the fundamental unit, keeps an eye on lecturers' participation in scientific research and reports back to the Research Center [Ref. 33.1; 33.6; 33.2; 3; 33.4.1; 33.4.2; 33.5; 33.6]. In addition, the document on performance measuring indicators in scientific research is a crucial resource for motivating educators to engage with scientific inquiry [Ref. 33.2] (*Annex No.1, Standard IV.11*).

**4.12** Institutional internationalization, fostering collaboration and partnerships with other domestic and foreign universities and research institutes, remains TBU's top focus. The number of collaboration agreements signed by TBU has increased annually. Eleven of the 53 cooperation agreements that have been signed are with national and international higher education institutions [Ref. 34.1; 34.2]. The global connections made possible by the Erasmus program provide a solid foundation for developing and growing TBU's global network. These networks provide significant benefits that enhance TBU's standing and reputation in the global higher education arena [Ref. 33.1; 33.2; 33.3; 3; 35]. Along with supporting and promoting initiatives to raise educational standards and enhance the institution's reputation, TBU is also interested in, invests in, and strives to internationalize scientific research conducted by faculty members and students involved in scientific research and publications. This is achieved by promoting the use of the Open Research Gateway (Open RG), tracking scientific paper citations via Google Scholar, creating academic profiles for TBU staff on Academia.edu, organizing scientific conferences, publishing journals, and fostering international collaborations with universities and research centers [Ref. 20.1.5; 20.1.6; 20.1.8; 35].



Although the strategy has been implemented for a year and initial results have been observed, further research efforts are required. (*Annex No.1, Standard IV.12*).


**4.13** To be included in the READ initiative, TBU and the Albanian-American Development Foundation signed a Memorandum of Cooperation in December 2023. Every member of TBU's academic staff is eligible to apply for funding for projects under the Research Expertise from Albanian Diaspora (READ) program. They can also take advantage of opportunities to collaborate with accomplished Albanian Diasporas scholars in areas such as co-teaching, curriculum development, scientific research development, and co-leading doctoral theses [Ref. 33.4.1; 33.4.2; 33.5; 35].

TBU has taken steps to be included in the Central European Exchange Program for University Studies (CEEPUS) network, which facilitates the awarding of grants for academic staff and student mobility and fosters collaboration between partner universities in the respective nations [Ref. 33.4.1; 33.4.2; 33.5; 35].

In the near future, trainings on teaching methodology should be expanded and attended by both full-time and part-time academic staff members. In addition, guest speakers should be invited for open lectures more often (*Annex No.1, Standard IV.13*).

**4.14** The TBU anticipates several benefits and synergies under the direction of Balfin Group, including possibilities for cultural exchange and collaborative programs, Balfin Group and TBU may create student exchanges, cooperative programs, and other initiatives that foster cross-cultural and cross-educational interactions. These cooperative programs and possibilities for cultural exchange also transcend national boundaries because of the group's internationalization. Although, TBU has had a long experience in terms of student and academic staff exchange in the past [Ref. 33.1; 35; 20.2]. In past, as declared due to the complex process of institutional reorganization and the lack of exchange agreements with partner HEIs, TBU staff and its students have not carried out mobilities during the 2023-2024 academic year [SER, p. 82, BM 3]. However, in recent time, professors have begun to develop mobility under Erasmus+ [BM 5]. However, TBU staff and students have not participated in any mobilities during the 2023–2024 academic year due to the intricate process of institutional transformation and the absence of exchange agreements with partner HEIs [BM 3]. The mobility of academic personnel and students should be initiated by TBU as a resource of enhancing collaboration and exchanging experiences (*Annex No.1, Standard IV.14*).

**4.15** One of TBU's aims, according to its Scientific Research Strategy, is the advancement of research, study, and creative endeavours [Ref. 33.1]. Furthermore, the yearly reports provide as proof that scientific research is ongoing, from the main units to the Academic Senate. [BM 5; BM 8]. The KCSEJ aims to raise awareness among TBU academic staff about the importance of scientific research and opportunities for development. It will encourage participation in indexed journals and participate in the First International Conference. The goal is to integrate scientific research with teaching and internal academic development, enhancing teaching quality and creating a dynamic learning environment. The main objectives include involving TBU academic staff in national and international projects, collaborating with partners, and publishing scientific papers. However, beside other funds for the research, the institution must



secure its own funds to ensure continuity and growth of its impact in the field of scientific/artistic research. (*Annex No.1, Standard IV.15*)

4.16 According to its yearly reports, TBU actively and consistently supports the organising of scientific symposia and international seminars [Ref. 33.7.1; 33.7.2; 33.6, BM 1; BM 6; BM 8]. The scientific research cited in TBU-hosted conferences has been published in scientific journals and the corresponding books of the organizing partners [Ref. 33.6; 35]. Balfin Group offers TBU numerous advantages, including collaboration and development opportunities, access to industry networks, financial support, and group expertise. TBU can develop innovative programs and projects, build strong connections with industry, and benefit from financial resources. Balfin Group's expertise in business and technology makes TBU more relevant to the labor market. Joint programs and cultural exchange opportunities can also be developed. TBU aims to enhance quality and create a richer learning environment by focusing on its two main faculties, the Faculty of Business and Law and the Faculty of Information Technology. This specialization strategy will strengthen the institution's position in the labor market and adapt teaching programs to market demands. TBU aims for increased efficiency and effectiveness in administration and management, creating a unique profile and reputation in the higher education scene (*Annex No.1, Standard IV.16*).

4.17 In order to guarantee that everyone conducting scientific research at or for TBU can carry out their duties in accordance with ethical, legal, and professional standards, the Code of Ethics for Scientific Research at TBU is a document that attempts to create a broad framework of precise guidelines and responsibilities [Ref. 23.3]. The KCSEJ regulation outlines the basic rules of functioning and responsibilities, including coordinating research work plans, organizing scientific activities, developing conferences, attracting top students, publishing, and ensuring intellectual property protection. It also outlines other responsibilities and competences, such as guaranteeing intellectual property of achievements and results in scientific research, and recognizing specific responsibilities for the director of scientific research centers under the Law on Higher Education. Through the KCSEJ, TBU keeps track of staff members' scientific research projects and maintains individual data for reporting, performance evaluation, and intellectual property tracking in compliance with applicable laws (TBU has accurate data on individual scientific works) [Ref. 3; 33.4.1; 33.4.2; 33.5; 33.6; 23.3] (*Annex No.1, Standard IV.17*).

### ***Findings***

#### ***Good practice***

The review team identified the following features of good practice:

- Organizing the first international conference is a good opportunity for the internationalization of TBU (*Annex No.1, Standard IV.3*)

#### ***Weaknesses***

The review team identified the following weaknesses:



- The research grant that TBU provides is insufficient for research projects and should be expanded in the future. The financial resources allocated in the institutional budget to support scientific research, participation in conferences, and funding for scientific publications are limited. This significantly restricts the academic staff's ability to conduct high-quality research activities, represent the institution in national and international scientific events, and publish in indexed journals. (*Annex No.1, Standard IV.3*)
- The lack of academic staff mobility especially for the research as a good opportunity to strengthen cooperation and exchange experiences. (*Annex No.1, Standard IV.14*)

### ***Recommendations***

The review team identified the following recommendations:

- Increasing academic staff and student mobility to enhance cooperation and exchange experiences in order to provide them with a diversity of experiences from European universities (*Annex No.1, Standard IV.14*)
- To encourage student involvement in research and applied projects (*Annex No.1, Standard IV.8*)
- To increase the number of articles in journals with an impact factor in the near future. (*Annex No.1, Standard IV.9*)
- To organize more workshops for TBU staff and students to raise awareness about plagiarism (*Annex No.1, Standard IV.10*)

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

The review team affirms the following actions already in progress:

- Increase in applications for research projects at national funds and abroad by academic staff. (*Annex No.1, Standard IV.3*)

### ***Judgement***

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

*Alchud*

*[Signature]*

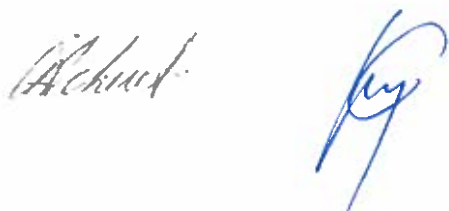
## Evaluation Area 5: Students and their Support

**5.1** TBU accepts applications for both bachelor's and master's degrees within the timeframes specified by the applicable laws, and applicants are chosen based on both general and program specific requirements. While the exact requirements are established by the Academic Senate or the applicable rule, the general requirements are established by law. TBU may set a cap on the number of students who can be accepted, naming the top-ranked students who fulfil the necessary requirements as winners [Ref. 3; 30; 13.17]. The department oversees student admissions, determining the number of slots and admission criteria for each program. Candidates are selected, and the final list of admitted students is confirmed by the head of the main unit based on pertinent regulations [Ref. 4.1; 4.2; 4.3; 4.4; 4.5; 30; 13.17]. Candidates must register at the Academic Secretariat, provide necessary documentation, and pay the registration fee to obtain student status. Transfers from other universities are possible if criteria are met. Individuals with a completed state matura and the required average grade can apply for programs at TBU's Faculty of Business and Law and Faculty of Information Technology, welcoming both Albanian and international students according to relevant agreements [Ref. 3; 3.1; 30; 13.17].

For second-cycle studies, applicants need a completed first-cycle program and must meet specific academic criteria. Admission is open to both domestic and international candidates from accredited institutions. Those with foreign qualifications must undergo diploma recognition processes. Selection is based on transparency, equality, and meritocracy, with a comprehensive evaluation of candidates' academic and professional backgrounds.

Each study program's regulations are written in compliance with the Republic of Albania's current laws governing scientific research and higher education. It is founded on the provisions of the statute and regulation of the relevant institution, as well as the bylaws that govern academic and research activities within a study program. Furthermore, the legislation ensures quality and adherence to educational standards by reflecting established methods in the growth of university courses [Ref. 26.1.1; 26.1.2; 26.1.3; 26.1.4; 26.1.5; 26.1.6; 26.1.7; 26.1.8; 26.1.9]. The institution employs a comprehensive marketing strategy to promote study programs, primarily through digital marketing on its website and social media platforms like LinkedIn, Facebook, Instagram, and YouTube. Additionally, it enhances visibility through media partnerships and invests in promotional events, ensuring a robust presence in the educational market [Ref. 12] (*Annex No.1, Standard V.1*).

**5.2** The institution formed the Student Relations Committee (SRC) to enhance student support at both institutional and faculty levels. The SRC plans activities to improve students' academic and professional experiences, fostering open communication and representation [Ref. 1; 1.1; 32.4.1; 32.4.3; 32.4.4; 32.4.5; 32.4.6; 32.4.7; 32.4.8; 32.4.9]. In the 2023-2024 academic year, the committee has arranged meetings and conferences with student representatives to discuss concerns, offer guidance, and encourage student involvement in academic and social matters. This initiative allows students to engage in information sessions and discussions aimed at service improvement and increased participation across various





areas. Additionally, TBU's Student Affairs Office seeks to assist students in realizing their professional potential and getting ready for the labour market. This office provides students with employment prospects, professional networking opportunities, and skill building activities through continuous counselling and support [Ref. 34.4; 34.4.1; BM 1; BM 6].

TBU prioritizes the holistic development of its students by providing extensive academic and professional support. This commitment manifests through various initiatives aimed at preparing students for successful careers. By offering career counselling and guidance, TBU ensures that students are well-equipped to navigate their professional paths. Additionally, the university fosters connections with employers and organizes internships, enhancing students' practical experiences in their respective fields [Ref. 36; 36.1; BM 1; BM 6]. Training workshops that emphasize professional competence and skill development are essential parts of TBU's support system. Students can interact with professionals from the business through open forums and events, which gives them the opportunity to learn from and receive mentoring. Additionally, the alumni network is essential for bringing together current and former students, promoting cooperation and knowledge exchange [BM 3; BM 4; BM 9]. One important event that helps students expand their future chances is the future Fair, which offers a range of internship, employment, and scholarship opportunities [Ref. 38.2; 38.3].

In conclusion, TBU's commitment to improving student employability is demonstrated by its partnerships with institutions such as the Balfin Group Human Resources sector. In order to assist students stand out in a job market that is becoming more and more competitive, the Student Affairs Office actively seeks to offer real possibilities for professional development. This all-encompassing method not only gives students the skills they need, but it also cultivates deep relationships that will help them in their future employment. [Ref. 34.1; 34.3; 34.4; 34.5; 35; <https://tbu.edu.al/zhvillohet-ne-tbu-panairi-i-karrieres-qindra-studente-takojne-boten-e-biznesit/>]. To carry out practical tasks, the students have access to laboratories, cabinets, and the library. [BM 3; B M4, Tour of campus] (*Annex No.1, Standard V.2*)

5.3 TBU combines cutting edge marketing and communication techniques with an effective information system for students and prospective recruits. The institution makes information widely available through events, specialized activities, traditional media, and digital channels [Ref. 12; 38.3; BM 3; BM 4]. TBU frequently posts significant news and announcements on its official social media platforms, including Facebook, Instagram, LinkedIn, and YouTube, offering well organized and aesthetically pleasing content. Partnerships with reputable media outlets and websites, together with an integrated digital marketing strategy, aid in raising awareness of the study programs and opportunities available [Ref. 12]. In addition to guiding young people toward careers in business and technology, TBU hosts nationwide competitions for high school graduates called "Entrepreneurs of Tomorrow" and "TECHnovators," which also provide scholarships to the most exceptional individuals. At TBU 45% of students receive scholarships (grades above 8), from Balfin [BM 1; BM 3]. Additionally, TBU participates in career fairs and counselling events like Work & Study, where students can get up-to-date information on study and job options [Ref. 34.3; 34.4; 34.4.1; <https://tbu.edu.al/zhvillohet-ne-tbu-panairi-i-karrieres-qindra-studente-takojne-boten-e->



[biznesit/; https://tbu.edu.al/studentet/#klube-konkurse](https://tbu.edu.al/studentet/#klube-konkurse)]. TBU offers specialized trainings led by knowledgeable professors in subjects including entrepreneurship, artificial intelligence, and communication to help students learn. Graduates and new students benefit from these activities by improving their professional skills and learning more about the university. Through collaborations with more than 150 businesses, the university offers students practical chances for professional growth in addition to informing them about the academic program [BM 3; BM 4; BM 6; BM 9].


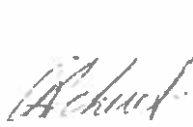
TBU has used a variety of technology platforms to create a sophisticated and effective student information system. Students can access course materials continuously, participate in conversations, turn in assignments, and track their academic progress in an organized manner with the help of the Learning Management System (LMS) built on Moodle [Ref. 21.1; B M3; B M4; B M5]. Additionally, by offering a centralized location for documents and information, Office 365 and SharePoint facilitate efficient communication and cooperation between students and faculty. The effectiveness of teaching and academic administration is also greatly increased by the internet infrastructure and contemporary computing devices, which provide a consistent and accessible experience for all users [Ref. 21.1; Tour campus]. It is crucial that TBU increases the professional internships as possibility of giving students employment prospects [SER, p. 69, BM 3; BM 4; BM 9] (*Annex No.1, Standard V.3*)

5.4 Through the TBU Student Council (KSTBU), which participates in standing committees and the Academic Senate, the university promotes active student involvement in campus life. These institutions offer a democratic forum for students to voice their needs and concerns, participate in decision-making, and enhance the learning and social environments [Ref. 32.3; 32.3.1; 32.3.2; 13.3; 13.7; 13.8.1; 13.8.2; 13.8.3; 13.9.1; 13.9.2; 13.9.3; 13.10; BM 3; BM 4]. Through the implementation of internal control systems and adherence to legal requirements as well as national and international recommendations, NJSBC seeks to enhance the quality of the educational institution. Engaging students in quality management procedures and including them as active participants in the creation and assessment of various initiatives pertaining to the caliber of education offered is one of the primary goals [Ref. 13.7; 24.1; BM 1]. To guarantee that the demands of students are satisfied, the NJSBC incorporates student representatives into its quality assessment and management procedures. Involving students is essential for promoting communication between students and staff as well as for ongoing educational improvement. In order to accomplish institutional goals, quality assurance procedures involve all stakeholders, including students. Both the academic experience and the general standard of higher education are improved by active student participation. Student contributions improve the academic environment and have a direct impact on quality policies. In the meantime, the Student Senate, which is made up of delegates who are democratically chosen, is crucial to institutional decision-making because it deals with matters pertaining to study plans and programs, service quality, and the growth of artistic, cultural, and athletic endeavours [Ref. 32.3.1; 32.3.2; BM 3; BM 4]. A fair and balanced representation of their interests is ensured by the inclusive and transparent election procedure for these entities, which uses a secret vote and high student engagement. Additionally, the TBU dedication to incorporating student input into general decision making

and fostering an academic culture founded on collaboration and active representation is demonstrated by the inclusion of Student Council representatives in the Academic Senate [Ref. 13.3; 13.7; 13.8.1; 13.8.2; 13.8.3; 13.9.1; 13.9.2; 13.9.3; 13.10; 34.4; 13.3; 32.3.1; 32.3.2]. Additionally, the TBU regularly convenes meetings with student representatives to hear their thoughts and suggestions about the facilities, the quality of instruction, the schedules, the rules governing study, and other topics [BM 3; BM 4]. Nevertheless, to give students a variety of experiences from European universities, it is imperative to increase the amount of mobility opportunities available to them in the future (*Annex No.1, Standard V.4*).

**5.5** Through the Office of Student Affairs, which plays a crucial role in preparing students for the labour market, the TBU adheres to a specific policy of orientation and counseling. Career counseling, workshop and training planning, professional practice facilitation, and part time employment are among the services provided by this office. It assists students in establishing relationships with possible employers through partnerships with the public and commercial sectors [BM 1; BM 3; BM 4; BM 9]. Additionally, the alumni network and job fair organization help graduates' and students' professional growth and labor market integration [Ref. 34.4; 34.4.1; 38.3. Information days at TBU; <https://tbu.edu.al/>; 38.2. Academic & social activities for students; <https://tbu.edu.al/zhvillohet-ne-tbu-panairi-i-karrieres-qindra-studente-takojne-boten-e-biznesit/>]. Each faculty member at the university has a designated academic advisor, who is crucial to students' career development, academic orientation, and mentoring [BM 1; BM 3; BM 5; BM 8]. The academic advising rule guarantees free contact between advisors and students, assisting them in creating study schedules, becoming ready for the labour market, and conquering academic obstacles. Additionally, academic counselors notify students about rules, curriculum modifications, exchange programs, and mobility options [Ref. 36; 36.1; BM 3; BM 4]. However, to give students with a diverse range of experiences from European universities, it is critical to increase the number of mobility options available to them in the future. Monday through Friday, 8:30 to 16:00, is when the Student Affairs Office is open [BM 3; BM 4; BM 6; *Tour campus*]. The Academic Secretariats at TBU are in charge of maintaining each student's individual file, phone number, and email address. Following each student's graduation, all records are preserved in compliance with the guidelines set forth by Law No. 9154 [BM 6] (*Annex No.1, Standard V.5*)

**5.6** The TBU has a thorough support policy that gives students lots of chances to grow academically, personally, and professionally. By offering extra assistance to particular groups and promoting involvement in a range of activities, the TBU fosters an atmosphere that is conducive to the integration and advancement of all students [Ref. 2.7; 34.4.1; 32.1; 32.2, BM 3; BM 4]. The TBU provides funding for the Student Council's programs, free places, and open lectures [Ref. 3.22, BM 3, BM 4]. Through their clubs, students receive sufficient funds to support a variety of extracurricular activities [BM 3; BM 4]. As of right now, students have formed a few Student Clubs [Ref. 2.22, BM 3], which foster friendship throughout the students and assist students with their living arrangements. In addition, extracurricular seminars are also organized for team building, time management, adaptation, career, etc. [Ref. 7; 38.2; <https://tbu.edu.al/tbu-post/>; BM 1; BM 3; BM 4]. TBU



promotes the establishment of student organizations and groups that allow students to develop their passions and talents, such as the Entrepreneurs Club, Innovation Club, Green Club, Book Club, Debating Club, and Sports Club, in order to guarantee a rich student experience. Participation in university tournaments and championships encourages physical activity, and the institution also funds the formation of sports teams [Ref. 35; <https://tbu.edu.al/studentet/#klube-konkurse>]. TBU offers scholarships and fee reductions to students who are in need, adhering to a supporting policy for particular social categories. Based on pertinent paperwork, the TBU provides social scholarships to students from vulnerable groups, including orphans, individuals with disabilities, Roma, and Balkan-Egyptian communities, as well as to families experiencing financial hardship [Ref. 32.7]. Additionally, company-sponsored scholarships for students enrolled in bachelor's programs and excellence scholarships are available to those who excelled in high school. By lowering the cost of education and promoting academic achievement, these actions show the institution's dedication to ensuring equitable access and opportunities for all students [Ref. 32.1; 32.2; 13.18]. However, facilities and areas for sporting events are missing [SER, p. 129] (*Annex No.1, Standard V.6*)

5.7 The institution provides basic and auxiliary literature to students through access to renowned academic resources. The EBSCO online library, which has been available to TBU students until December 2022, has provided access to scientific articles, journals, books and research materials from various fields of study. Currently, the institution is working to renew this service for the 2024-2025 academic year and is considering the possibility of subscribing to the Scopus Research database [BM 1; BM 3; BM 6]. These initiatives demonstrate the institution's commitment to supporting students with quality and up-to-date literature, facilitating their academic and research process [Ref. 21.2]. The syllabi of all subjects contain a detailed list of key sources, which include basic literature, which serves as the main reference for understanding the basic concepts of the subject, as well as auxiliary literature, which provides additional information to expand knowledge and deepen understanding of specific topics. This approach ensures that students have a clear direction in their academic process, helping them focus on the most important and reliable materials for acquiring knowledge. Academic databases, internet resources, scientific publications, and recent studies are examples of recommended material in addition to standard textbooks. These sources offer a wider range of current and specialized knowledge. In order to help students to create an efficient study and research approach, the TBU offers a well-structured collection of academic materials [Ref. 37; 37.1; BM 3; BM 4; BM 6, *Tour campus*]. Monday through Friday, from 9:00 to 16:00, the library is open every day of the week [BM 3; BM 4; BM 6; *Tour campus*]. The academic staff compiles a list of requested books and periodicals to enhance the library at the start of the school year [BM5; BM6] (*Annex No.1, Standard V.7*)



5.8 The TBU also promotes the development of study programs that are internationally recognized, as well as supports projects and opportunities that help students develop practical and professional skills, strengthening their employment opportunities. The Career Office takes on the organization of student accommodation in companies for internships, including employment opportunities for those engaged in positions related to the study profile [Ref. 34;

34.1; 34.4; 34.5; 13.19; 13.19.1; 34.3; BM 3; BM 4]. The TBU Memorandum of Cooperation aims to create a strong link between the university and companies, favouring the employment and professional development of students. Through this cooperation, students benefit from numerous opportunities, such as professional internships, partial or full time employment, individual agreements for engagement and financial support, as well as seminars by business leaders [Ref. 34.1; 34.2; 34.3]. TBU has created a wide network of partnerships with various companies and institutions, aiming to facilitate the integration of students into the labour market. Cooperation with prestigious companies such as Balfin Group, the main banks in Albania (Tirana Bank, Raiffeisen Bank, OTP Bank, etc.), as well as organizations such as the Albanian Microfinance Association, offers students numerous opportunities for employment and professional development [BM 1; BM 3; BM 4; BM 9]. Through these partnerships, TBU students have access to:

- Professional internships
- Trainings and seminars organized by professionals in the field
- Involvement in joint research and development projects
- Employment opportunities for the best students,
- Networking and mentoring from renowned business professionals and leaders

TBU aims to support students beyond the academic years by creating an “executive partner network” by 2025, which will include businessmen, managers and experts from various fields who will provide guidance and support to students in their professional development [Ref. 38.2. Aktivitete akademike & sociale për studentët; <https://tbu.edu.al/tbu-post/>; <https://tbu.edu.al/studentet/#klube-konkurse>]. Furthermore, the institution has a strong commitment to developing entrepreneurship and innovation among students, offering a business incubator and organizing national competitions such as: “Entrepreneurs of Tomorrow” and “TECH Novators”. During the academic year 2023-2024, questionnaires were conducted to monitor the employment situation of students. According to the data, about 50% of Bachelor's students and 77% of second-cycle (Master's) students are employed, which indicates a high percentage of student engagement in the labour market [Ref. 35; BM 1; BM 8] (*Annex No.1, Standard V.8*)

5.9 The TBU maintains constant contact with its alumni and arranges meetings with them, faculty, and current students [BM 3; BM 4, BM 9]. Maintaining enduring relationships with alumni by offering assistance and chances for involvement through continuing events and communication is one of TBU's strategic goals. The TBU has established a robust network of relationships with its alumni, offering them continual chances to participate in social and professional events and to share new possibilities and experiences. The goal of this active relationship with alumni is to make sure that they can encourage young people who are still in study and offer their knowledge to enhance the quality of instruction. Additionally, this network provides chances for professional development and employment in a variety of industries, assisting in tracking students' performance following graduation. In this sense, TBU not only provides chances for students to grow while they are enrolled in classes, but also



keeps up with them after they graduate, keeping in touch for a considerable amount of time following graduation [Ref. 35; 29.2.; 29.3; 29.4; 29.5]. Although alumni meetings are held once a year, it is advantageous to have them frequently in order to keep alumni informed about TBU advancements [BM 9; Ref. 3.20] (*Annex No.1, Standard V.9*).

### ***Findings***

#### ***Good practice***

The review team identified the following features of good practice:

- Organization of national competitions “Entrepreneurs of Tomorrow” and “TECHnovators” (*Annex No.1, Standard V.8*)
- The high rate of student employment due to excellent cooperation and relationships with many reputable companies in the country” (*Annex No.1, Standard V.8*)

#### ***Weaknesses***

The review team did not identify any weaknesses in this evaluation area.

#### ***Recommendations***

The review team identified the following recommendations:

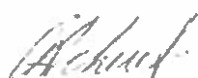
- In the near future, it is important to provide students with access to sports facilities at TBU (*Annex No.1, Standard V.6*)

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

The review team did not identify any affirmation of action being taken in this evaluation area.

#### ***Judgement***

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



## **Evidence List**

### **List A: List of evidences**

List of evidences provided as part of self-evaluation documents, annex ...of SER. These evidences on EER are referred using the abbreviation **Ref 1.1...., Ref 2.40., etc:**

Cover letter\_AL.pdf  
Self-Declaration Rector\_AL.pdf  
TBU\_SER\_signed and stamped\_EN.pdf  
TBU\_SER\_signed and stamped\_AL.pdf

#### **1. List of supporting evidence of the HEI**

##### **01. TBU Action Plan**

##### **1. TBU Statute**

1.1. New organizational chart with the seal of the MAS

2. Regulation of the Academic Senate

3. Regulation of the TBU University College

3.1. Regulation of the Faculty of Business and Law

3.2. Regulation of the Faculty of Information Technology

3.3. Regulation of the Center for Economic and Legal Research and Studies - KKSEJ

4.1. Regulation of the Department of Business and Finance (FBD)

4.2. Regulation of the Department of Justice (FBD)

4.3. Regulation of the Department of Software Engineering (FTI)

4.4. Regulation of the Department of Economic Informatics (FTI)

4.5. Regulation of the Department of Computer Engineering (FTI)

4.5.1. DBF Work Plan and Activities 2023-2024

4.5.2. DBF Annual Report 2023-2024

4.5.3. DBF Work Plan and Activities 2024-2025

5.2.1. DD Work Plan and Activities 2024-2025

5.2.2. DD Annual Report 2023-2024

5.3.1. DIS Work Plan and Activities 2023-2024

5.3.2. DIS Annual Report 2023-2024

5.3.3. DIS Work Plan and Activities 2024-2025

5.4.1. DIE Work Plan and Activities 2023-2024

5.4.2. DIE Annual Report 2023-2024

5.4.3. Work plan and activities DIE 2024-2025

5.5.1. Work plan and activities DIK 2023-2024

5.5.2. Annual report of DIK 2023-2024


5.5.3. Work plan and activities DIK 2024-2025

6. Annual strategic plan 2024-2025

7. TBU Development Strategy 2024-2029

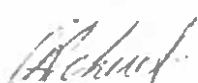
7.1. Operational Plan for the implementation of OBJ\_SZH TBU 24-29

8. Regulation on the Functioning of Collegiate Bodies

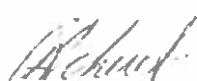


9. Code of Ethics


- 10. Agreement of MAS\_TBU\_dt.9.07.2024 \_Determination of Academic Personnel
- 10.1. MAS\_TBU\_Agreement 2018 \_Determination of Academic Staff
- 11. MAS Report on Verification of Capacities in the New TBU Building 2024
- 11.1. MAS Report on Verification of Capacities in TBU 22-23
- 11.1.1. VKM-nr.-418-date-10.5.2017
- 11.2. Fire Certificate\_TBU
- 12. Marketing Policy for Study Programs
- 13.1.1. Decision Procedure for Amendments to the Statute by TBU
- 13.1.2. Procedure for Approval of Amendments to the Statute by MAS
- 13.2. Senate Decision on Approval of the Development Strategy & Research Strategy 2024
- 13.3. Senate Election Procedure
- 13.4. Decision-Making for the Election of the Rector
- 13.5. Decision-making on the election of Deans
- 13.6. Decision-making on the selection of Department Heads
- 13.6.1. Decision on the appointment of the head and members of the QSKEJ 24-25
- 13.7. Procedure for the election of the NJSBC 24-25
- 13.8.1. Procedure for the election of the Quality Commission TBU\_24
- 13.8.2. Procedure for the election of the Quality Commission FBD\_24
- 13.8.3. Procedure for the election of the Quality Commission FTI\_24
- 13.9.1. Procedure for the selection of KMS\_TBU\_24
- 13.9.2. Procedure for the selection of KMS\_FBD\_24
- 13.9.3. Procedure for the selection of KMS\_FTI\_24
- 13.10. Selection of the Ethics Commission
- 13.11. Decision on the approval of the semester subject plan (sem.2) 24-25
- 13.12. Decision-making process\_teaching\_plans 24-25
- 13.13. Decision on the approval of academic staff of the basic units - PAE & PAK 24-25
- 13.13.1. Decision on the structure of academic staff 24-25
- 13.14. Procedure for the approval of Regulations & Guidelines (as a result of changes in the Statute) 2023
- 13.15. Procedure for the approval of Regulations, Policies & Guidelines (as a result of changes in the Statute) 2024
- 13.15.1. Senate decision on a change in the Student Council Regulation
- 13.16. Rector's Order on the high school tour plan 24-25
- 13.17. Procedure followed for the admission of students Ba AB-IE-IS-IK
- 13.18. Decision on student fees and scholarships for the year 23-24
- 13.19. Decisions on the appointment of the Leading Pedagogue/Pedagogues for Teaching Practices for the year 24-25 FBD
- 13.19.1. Decisions on the appointment of the Leading Pedagogue/Pedagogues for Teaching Practices for the year 24-25 FTI
- 13.20. Procedure for the approval of the annual strategic plan 24-25
- 13.21. Dean's decision on the Labor Market Board FBD
- 13.21.1. Dean's decision on the Labor Market Board FTI



- 13.22. Procedure for the reallocation of admission quotas 24-25
- 13.23. Decision on the academic structure 24-25
- 13.24. Senate Decision on the Appointment of the Data Protection Officer (DPO)
- 14. Academic Freedom and Financial Autonomy (extract Article 6 TBU Statute)
- 15. Regulations on the Employment, Dismissal and Evaluation of Academic, Academic Support and Administrative Staff of "TBU"
- 15.1. HR Policy at TBU
- 16. Policy on the Professional Development of Academic Staff
- 16.1. Teacher Evaluation Form by Superior - Colleague
- 17. Data on Professional Training for Staff\_Students
- 18.1.1. Lease Agreement 2021
- 18.1.2. Financial Statements 2021
- 18.1.3. Independent Auditor Report 2021
- 18.2.1. Lease Agreement 2022
- 18.2.2. Financial Statements 2022
- 18.2.3. Independent Auditor's Report 2022
- 18.3.1. New Building Lease Contract\_TBU-UAT 13.12.2023
- 18.3.2. Inventory Report 29.12.2023
- 18.3.3. Financial Statements 2023
- 18.3.4. Financial Statements 2023 & Independent Auditor's Report
- 19. Procedure for approval of the 2023 budget and the budget plan 24-27
- 20. Regulation on staff exchange
- 20.1. Regulation on student exchanges
- 20.1.1. IIA\_TBU\_Staffordshire\_University\_2017
- 20.1.2. IIA\_TBU\_Staffordshire\_University\_2018
- 20.1.3. Inter-Institutional Agreement\_Bielefeld
- 20.1.4. ICCM Agreement
- 20.1.5. MoU\_UniCusano\_TBU
- 20.1.6. WSB - TBU - MoU – 2024
- 20.1.7. MoU Obuda
- 20.1.8. MoU Italy
- 20.1.9. MoU IGS- TBU
- 20.2. Report on staff and student mobility
- 21. IT Development Strategy
- 21.1. Guidelines for the Use of IT Systems at TBU
- 21.2. Guidelines for the Use of the IT Structure until December 23
- 22.1. Institutional Information Disclosure Policies
- 22.2. Archive Regulations
- 23. Policy on Learning, Teaching and Teaching Quality
- 23.1. Policy for Proposing New Programs
- 23.2. Policy on Curriculum Development at TBU
- 23.3. Code of Ethics for Scientific Research at TBU
- 23.4. Policy on Assessing Academic Achievements of TBU Students



- 23.5. Policy on Support Services at TBU
- 23.6. Regulation on Transfers at TBU
- 24.1. NJSBC Regulations
- 24.2. NJSBC Report 2023-2024
- 24.3. NJSBC Work Plan 2024-2025
- 24.4.1. Report of KC TBU 2023-2024
- 24.4.2. Report of KC FBD 2023-2024
- 24.4.3. Report of KC FTI 2023-2024
- 24.5.1. Work Plan of KC TBU 24-25
- 24.5.2. Work Plan of KC FBD 24-25
- 24.5.3. Work Plan of KC FTI 24-25
- 24.6. Notice to Students on the Development of the Questionnaire
- 24.6.1. TBULMS-al-mood-questionnaire-Evaluation of Teachers and Subjects
- 24.7. Report of Focus Groups 23-24
- 25.1. Knowledge Control and Graduation Procedure (Detached from the Institution's Reg.)
- 25.2. Instructions for preparing the diploma thesis (with annexes)
- 26.1.1. Regulations of the Bachelor's study program in "Business Administration"
- 26.1.2. Regulations of the Professional Master's study program in "Business Administration" 60 ECTS
- 26.1.3. Regulations of the Professional Master's study program in "Advanced Business Administration" 120 ECTS
- 26.1.4. Regulations of the Master of Science study program in "Business Administration"
- 26.1.5. Regulations of the Bachelor's study program in Economic Informatics
- 26.1.6. Regulations of the Bachelor's study program in Software Engineering
- 26.1.7. Regulations of the Bachelor's study program in Computer Engineering
- 26.1.8. Regulations of the Master of Science study program in Economic Informatics
- 26.1.9. Regulation of the Master of Science in Software Engineering study program
- 26.2. List of study programs, data on their licensing and accreditation
- 26.3.1. Bachelor Brochure "Business Administration" with 3 Profiles
- 26.3.2. Professional Master Brochure 60 ECTS "Business Administration" Profile Management -Fin-Con
- 26.3.3. Advanced Professional Master Brochure 120 ECTS "Business Administration" Profile Management
- 26.3.4. Advanced Professional Master Brochure 120 ECTS "Business Administration" Profile Fin-Con
- 26.3.5. Advanced Professional Master Brochure 120 ECTS "Business Administration" Profile "Business Law"
- 26.3.6. Master of Science Brochure "Business Administration"
- 26.3.7. Bachelor Brochure "Software Engineering"
- 26.3.8. Bachelor's Brochure "Computer Engineering"
- 26.3.9. Bachelor's Brochure "Informatics and Economics"
- 26.3.10. Master of Science Brochure "Informatics and Economics"
- 26.3.11. Master of Science Brochure "Software Engineering"



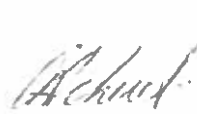

- 27.1.1. Approval of the form of the diploma Ba AB MEN
- 27.1.1.1. Supplement Ba AB MEN
- 27.1.2. Approval of the form of the diploma Ba AB FINKON
- 27.1.2.1. Supplement Ba AB FINKON
- 27.1.3. Approval of the form of the diploma Ba AB MKG
- 27.1.3.1. Supplement Ba AB MKG
- 27.1.4. Approval of the form of the diploma MP AB MEN 60
- 27.1.4.1. Supplement MP MEN 60
- 27.1.5. Approval of the diploma form MP KF 60
- 27.1.5.1. Supplement MPKF60
- 27.1.6. Approval of the diploma form MP AVANC.MEN 120
- 27.1.6.1. Supplement MP 120 MEN
- 27.1.7. Approval of the diploma form MPAVANCUAR KF
- 27.1.7.1. Supplement MPKF 120
- 27.1.8. Approval of the diploma form MP AVANC.MIX 120
- 27.1.8.1. Supplement MP MIX 120
- 27.1.9. Approval of the diploma form MSH AB
- 27.1.9.1. Supplement MSHAB
- 27.2.1. TBU - FBD - Ba Administration - Business - Proposed new diploma form - Management Profile
- 27.2.1.1. TBU - FBD - Ba Administration - Business - Proposed new Diploma Supplement - Management Profile
- 27.2.2. TBU - FBD - Ba Administration - Business - Proposed new form of diploma - Accounting Finance Profile
- 27.2.2.1. TBU - FBD - Ba Administration - Business - Proposed new form of diploma Accounting Finance Profile
- 27.2.3. TBU - FBD - Ba Administration - Business - Proposed new form of diploma - Marketing Profile
- 27.2.3.1. TBU - FBD - Ba Administration - Business - Proposed new form of diploma - Marketing Profile
- 27.2.4. TBU - FBD - MP60 Administration - Business - Proposed new form of diploma - Accounting Finance Profile
- 27.2.4.1. TBU - FBD - MP60 Administration - Business - Proposed new diploma supplement - Profile Accounting Finance
- 27.2.5. TBU - FBD - MP60 Administration - Business - Form
- 27.2.5.1. TBU - FBD - MP60 Administration - Business -- Proposed new diploma supplement - Management Profile
- 27.2.6. TBU - FBD - MP120 Administration - Business - Proposed new diploma form - Business Law Profile
- 27.2.6.1. TBU - FBD - MP120 Administration - Business - Proposed new diploma supplement - Business Law Profile
- 27.2.7. TBU - FBD - MP120 Administration - Business - Proposed new diploma form - Accounting Finance Profile



- 27.2.7.1. TBU - FBD - MP120 Administration - Business - Proposed new diploma supplement - Accounting Finance Profile
- 27.2.8. TBU - FBD - MP120 Administration - Business - Proposed new form of diploma - Management Profile
- 27.2.8.1. TBU - FBD - MP120 Administration - Business - Proposed new supplement of diploma - Management Profile
- 27.2.9. TBU - FBD - MSH Administration - Business - Proposed new form of diploma
- 27.2.9.1. TBU - FBD - MSH Administration - Business - Proposed new supplement of diploma
- 27.2.10. TBU - FTI - Ba Software Engineering - Proposed form of diploma
- 27.2.10.1. TBU - FTI - Ba Software Engineering - Proposed supplement of diploma
- 27.2.11. TBU - FTI - Ba Computer Engineering - Proposed form of diploma
- 27.2.11. TBU - FTI - Bachelor of Computer Engineering - Proposed Diploma Supplement
- 27.2.12. TBU - FTI - Bachelor of Economic Informatics - Proposed Diploma Form
- 27.2.12.1. TBU - FTI - Bachelor of Economic Informatics - Proposed Diploma Supplement
- 27.2.13. TBU - FTI - MSH - Software Engineering - Proposed Diploma Form
- 27.2.13.1. TBU - FTI - MSH Software Engineering - Proposed Diploma Supplement
- 27.2.14. TBU - FTI - MSH Economic Informatics - Proposed Diploma Form
- 27.2.14.1. TBU - FTI - MSH Economic Informatics - Proposed Diploma Supplement
- 28. Procedure to be followed in case of appeal or complaint (Detached from TBU Regulation)
- 29.1. Labor Market Study
- 29.2. TBU - FBD - AGENDA - Labor Market Board
- 29.3. FBD - MINUTES - BTP Meeting
- 29.4. TBU - FTI - AGENDA - Labor Market Board
- 29.5. FTI - MINUTES - BTP Meeting
- 30. Student Admission Procedure at TBU (Detached from the eTBU Regulations)
- 31. TBU - Secretariat Regulations
- 32.1. Fees and Scholarships VA 2024-2025
- 32.2. Data on the Distribution of Scholarships over the Years
- 32.3. Student Council Regulations
- 32.3.1. Report on the Selection of the Student Senate 24-25
- 32.3.2. Minutes of the Student Senate Meeting 24-25
- 32.4.1. KMS Plan 23-24 TBU
- 32.4.2. KMS Report 23-24 TBU
- 32.4.3. KMS Plan 24-25 TBU
- 32.4.4. KMS Plan 23-24 FTI
- 32.4.5. KMS Report 23-24 FTI
- 32.4.6. KMS Plan 24-25 FTI
- 32.4.7. KMS Plan 23-24 FBD
- 32.4.8. KMS Report 23-24 FBD
- 32.4.9. KMS Plan 24-25 FBD
- 32.5. Mane Foundation Donation Contract dated 9.11.23
- 32.6. Mane Foundation Donation Contract\_TBU student Klejvi Pero 24-25
- 32.7. Social Scholarship Scheme at TBU




- 33.1. Scientific Research Strategy at TBU
  - 33.1.1. Operational Plan for the Implementation of OBJ\_SKSH TBU 24-29
- 33.2. Performance Measurement Indicators
- 33.3. Policy for Research and Scientific Grants
- 33.4.1. Work Plan for Scientific Research of KCSEJ 23-24
- 33.4.2. Work Plan for Scientific Research of KCSEJ 24-25
- 33.5. Annual Report on the Implementation of the Work Plan for Scientific Research of KCSEJ 23-24
- 33.6. Reporting of Scientific Work at TBU (at the Institutional Level)
- 33.7.1. Program of TBU Conference
- 33.7.2. Brochure Scientific Conference TBU
- 33.8. Principles of Organization of the Office of Research & Development Projects
- 34. Policy for International Cooperation-Partnerships & Project Management
- 34.1. List of Institutions and Organizations with which TBU has Cooperation Agreements
- 34.2. Memorandum TIP\_TBU\_Subjekt
- 34.3. Examples of communication of the Office of Student Affairs with organizations/businesses for the employment of TBU students
- 34.4. Regulations of the Office of Student Affairs
  - 34.4.1. The Role of the Office of Student Affairs in the Orientation of Young Students
- 34.5. Regulations on Teaching Practice (with relevant annexes)
- 35. Annual Report TBU 23-24
  - 35.1. Annual Report TBU 20-21
  - 35.2. Annual Report TBU 21-22
  - 35.3. Annual Report TBU 22-23
- 36. Academic Counseling Regulations
  - 36.1. Academic Counselor Work Plan FBD-FTI
- 37. Library Regulations
  - 37.1. Library Database 23-24
  - 37.2. TBU - Literature Purchase Procedure at Tirana Business University College
- 38.1. Academic Activities for Teachers
- 38.2. Academic & Social Activities for Students
- 38.3. Information Days at TBU
- 39. TBU\_Decision of the Council of Ministers No. 794, dated 06. 10. 2010 Licensing of TBU
  - 39.1. Decision of the Accreditation Council No. 506, dated 18.07.2013
  - 39.2. Order MAS No. 326, dated 15.08.2013 Institutional and Program Accreditation
  - 39.3. Academic Senate Decision No. 34-1 dated 17.10.2016 On the Approval of the Statute and Organization Chart
  - 39.4. Board Decision No. 18 dated 26.06.2017 On the Statute of TBU in accordance with the LAL
  - 39.5. Academic Senate Decision Approval of the Statute 2017
  - 39.6. MASR Order No. 417 dated 20.09.2017 Approval of the Statute of TBU
  - 39.7. Accreditation Board Decision No. 104. dated 10.11.2017 Second Institutional Accreditation TBU

**List B: Meetings held during the visit**

Meetings are referred to throughout the report using the abbreviations BM1, BM2, etc.:

- BM1: The external evaluation group meets the Institutional Coordinator
- BM2: The external evaluation group meets the Rector
- BM3: The external evaluation group meets a group of first-cycle students
- BM4: The external evaluation group meets a group of second-cycle students
- BM5: The external evaluation group meets a group of academic staff.
- BM6: BM9 The external evaluation group meets a group of support/administrative staff & research centre.
- BM7: The external evaluation group meets the Institutional Coordinator
- BM8: The external evaluation group meets with the university's senior management.
- BM9: The external evaluation group meets with external partners and alumni.
- BM10: The external evaluation group meets with the Self-Evaluation Group
- BM11: The external evaluation group meets the Institutional Coordinator
- BM12: The external evaluation group meets with the Rector to summarize the main lines of the situation and the relevant issues followed during the evaluation.

**List C: List of evidence provided during the visit**

List of evidence provided during the on-site visit. These evidences on the EER are referred to by the abbreviation C, C2, etc.:

- C1: Student Activities and Covered Expenses for Their Implementation
- C2: Recruitment Practice of Academic Staff at FBA, According to the Human Resources Regulation
- C3: Recruitment Practice of Academic Staff at FIT, According to the Human Resources Regulation
- C4: A Practice of Staff Performance Evaluation Filed in the Human Resources Dossier
- C5: Funded Projects by NASRI, a Summary Description and the Staff Involved
- C6: Current Practice Followed for Registration in Online Libraries
- C 7: Document Identifying the Total Amount of Research Grants

