



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

**Report of the Institutional Accreditation  
of University of Tirana**

**October 2018**

**REVIEW TEAM:**

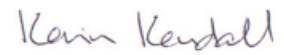
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## **About this review**

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

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

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

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

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

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

## **The context of this review**

The University of Tirana was established in 1957 as the 'State University of Tirana' to meet the increasing needs of the country for qualified specialists. The original institution composed of six faculties which were based on existing institutions (the Biennial Higher Pedagogical Institute; the Institute of Science; the Polytechnic Institute; the Institute of Medicine; the Institute of Agriculture; and, the Institute of Economics and Law). In its first academic year the student population was 3,613 and degrees were granted in fifteen specialties.

In 1967 the construction of the institution's first bespoke campus was completed. By 1977 the full-time student population had increased to 8,880, approximately 50 per cent of whom were female. During this same period 21,368 students graduated, contributing to all areas of the life of the country. In 1991, the University's engineering faculties were removed to create the Polytechnic University of Tirana and in 2013 the Faculty of Medicine and Faculty of Technical Medical Sciences were removed to create the University of Medicine. In 1997 the University received recognition from the President of the Republic for its outstanding contribution to the development of Albanian science, education, culture and economy. The University is currently the first choice for the majority of Albanian high school students and students from other Albanian-speaking lands outside its national borders.

At the time of this institutional review the University is the largest public university in Albania consisting of eight main units being six faculties and two research institutes (Faculty of Natural Sciences; Faculty of Foreign Languages; Faculty of Law; Faculty of Social Sciences; Institute of European Studies; Faculty of History and Philology; Faculty of Economics; Institute of Applied Nuclear Physics), four research centres (National Centre for the Study of Albanian Flora and Fauna; Department of Radiation Protection and Monitoring Network; Department of Radiometric and Radiochemistry; Department of Analytical Instrumental Methods) and 38 administrative departments. The University offers the following programmes: 36 first-cycle; 36 professional masters; 65 Master of Science, and 38 Doctorate-level. **[HEI info on ASCAL site]** The University currently employs 779 full-time academic staff and has 23,551 students.

## Summary report

The University of Tirana (the University) is the largest public university in Albania consisting of eight main units being six faculties and two research institutes (Faculty of Natural Sciences; Faculty of Foreign Languages; Faculty of Law; Faculty of Social Sciences; Institute of European Studies; Faculty of History and Philology; Faculty of Economics; Institute of Applied Nuclear Physics), four research centres (National Centre for the Study of Albanian Flora and Fauna; Department of Radiation Protection and Monitoring Network; Department of Radiometric and Radiochemistry; Department of Analytical Instrumental Methods) and 38 administrative departments. The University offers the following programmes: 36 first-cycle; 36 professional masters; 65 Master of Science, and 38 Doctorate-level. The University currently employs 779 full-time academic staff and has 23,551 students.

This is the second Institutional Review of the University to assess the extent to which the Albanian State Quality Standards, which came into force in 2011, have been met. The report of the first review in April 2017 did not include any features of good practice, made 16 recommendations for the University to consider addressing identified areas of weakness and affirmed one action already in progress. The report recorded the following judgements for each Evaluation area:

- The Standards for the Organisation and its Management are **partly met**.
- The Standards for Resourcing are **substantially met**.
- The Standards for the Curriculum are **substantially met**.
- The Standards for Teaching, Learning, Assessment and Research are **partly met**.
- The Standards for Students and their Support are **substantially met**.

In April 2017 the reviewers recommended to the Accreditation Council that at the University of Tirana the State Quality Standards were partly met and as a consequence the University as granted accreditation by the Council for a period of one year.

A Self-evaluation Report was developed by an Internal Self-evaluation Working Group which included eight individuals from across the University with an in-depth knowledge of the institution, and a student representative. Drafts were circulated to a wider audience within the University before being finalised. The Academic Senate authorised the release of the final report and for sending this to the Agency.

The visit took place over two days on the 10 and 11 September 2018. The review team was made up of two senior higher education reviewers from the United Kingdom and one experienced higher education member of staff from an Albanian institution. The review team was supported by the Review Manager and a note-taker provided by the Albanian Quality Assurance Agency in Higher Education (ASCAL). The review team received the Self-evaluation Report and the portfolio of supporting evidence eight weeks in advance of the review visit, later supplemented by additional requested documentation before and

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

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

The Standards for the Organisation and its Management are **fully met**. In reaching this judgement, the review team did not note any features of good practice, identify any weaknesses or make any affirmations. However, a review of Academic Senate meeting minutes indicated that the approval process for the revised Statute had involved some robust, lively and at times confrontational debate. In addition, the approval process had been drawn out over several months through Academic Senate members non-attendance at meetings which led to meetings either being non-quorate and therefore unable to make a decision, or being cancelled. The meeting minutes also demonstrated an apparent lack of cooperation between Senate and the Board of Administration. In discussing this finding with senior staff it was suggested that this demonstrated that the University encouraged constructive debate and that the Academic Senate operated in an open and democratic manner. After due consideration, the review team found the confrontational nature of some of the debate as recorded in Senate meeting minutes to be an obstacle to ensuring effective and efficient management within the University's management bodies and Senate in particular. In doing so, the review team noted that this atmosphere of conflict and lack of cooperation between and within the University's two senior collegiate bodies was in direct contrast to the open and honest manner in which students and staff met by the review team engaged with the review process. While not identified as a weakness against any particular Standard, as a means of enhancing and strengthening the University's decision-making processes, it is **recommended** that the University's senior management take steps to ensure that a coordinated, cooperative and constructive environment is created which enables debate and discussion at all formally constituted boards and committees to be undertaken in a professional and collegiate manner to facilitate the effective and efficient governance and management of the University in a timely manner. (**Chapter III, Standard I.1; Chapter III, Standard I.2; Chapter III, Standard I.3; Chapter III, Standard II.3**) The review team was able to confirm that the four weaknesses and resultant recommendations identified during the April 2017 review visit under Evaluation Area 1 have been addressed fully.

The Standards for Resourcing are **fully met**. In reaching this judgement, the review team did not note any features of good practice, identify any weaknesses or make any recommendations. However, as the University provided sufficient evidence to demonstrate its commitment to addressing weakness identified during the April 2017, the review team **affirms** the action being taken to: implement a comprehensive, robust and



documented procedure for the evaluation of staff skills and achievements (**Chapter III, Standard IV.3**); the progress being made to implement the new information system including the transfer of data from the old system (**Chapter III, Standard VII.1**); the progress being made to improve the accessibility and quality of information available on the public website (**Chapter III, Standard VII.1**); and, the steps being taken to improve the teaching and scientific resources for the benefit of students and staff (**Chapter III, Standard VII.3**). The review team was able to confirm that the three weaknesses and resultant recommendations identified during the April 2017 review visit under Evaluation Area 2 have been addressed fully.

The Standards for the Curriculum are **fully met**. In reaching this judgement, the review team noted one feature of **good practice**: the strong and comprehensive links with public and private sector representatives who are able to support the University to the benefit of students (**Chapter I, Standard I.12**). In addition, the review team did not identify any weaknesses or make any recommendations. However, as the University provided sufficient evidence to demonstrate its commitment to addressing weakness identified during the April 2017, the review team **affirms** the action being taken to increase the number of student exchange programmes and better publicise them to potential students (**Chapter I, Standard I.10**). The review team was able to confirm that the two weaknesses and resultant recommendations identified during the April 2017 review visit under Evaluation Area 3 have been addressed fully.

The Standards for Teaching, Learning, Assessment and Research are **substantially met**. In reaching this judgement, the review team did not note any features of good practice. However, the review team identified two **weaknesses**: the lack of clarity as to how funding is divided among researchers or research groups and research being financed mostly by individual researchers (**Chapter II Standard I.1**) and, the absence of a formal University policy to detect academic misconduct, and plagiarism in particular (**Chapter II Standard I.8**). As a consequence, to address these weaknesses, the review team has made two **recommendations**: The University develop and implement a formal policy and criteria for research fund allocation and distribution at faculty and department level, as well as a mechanism which encourages departments to generate research funding through projects and other activities (**Chapter II Standard I.1**) and, the University develop and implement a formal policy on plagiarism and other academic misconduct as a matter of priority (**Chapter II Standard I.8**). While this second recommendation remains outstanding from the April 2017 review visit, the review team was able to confirm that the remaining three weaknesses and resultant recommendations identified during the April 2017 review visit under Evaluation Area 4 have been addressed fully. In addition, the review team **affirms** the action being taken by the University to build a portfolio of modules that will be taught in English (**Chapter II Standard I.6**).

The Standards for Students and their Support are **fully met**. In reaching this judgement, the review team did not note any features of good practice, identify any weaknesses or make any recommendations. However, the University indicated that it is committed to developing the collection and storage of graduate employment data by the Careers Centre and the review team **affirms** the action being taken by the University to meet this aspiration (**Chapter I, Standard III.9**). The review team was able to confirm that the two

weaknesses and resultant recommendations identified during the April 2017 review visit under Evaluation Area 5 have been addressed fully

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

## **Summary of findings**

### **Good practice**

The review team identified the following feature of good practice:

- the strong and comprehensive links with public and private sector representatives who are able to support the University to the benefit of students (**Chapter I, Standard I.12**).

### **Weaknesses**

The review team identified the following weaknesses:

- the lack of clarity as to how funding is divided among departments or research groups and research being financed mostly by individual researchers (**Chapter II Standard I.1**)
- the absence of a formal University policy to detect academic misconduct, and plagiarism in particular (**Chapter II Standard I.8**).

### **Recommendations**

The review team made the following recommendations:

- the University's senior management take steps to ensure that a coordinated, cooperative and constructive environment is created which enables debate and discussion at all formally constituted boards and committees to be undertaken in a professional and collegiate manner to facilitate the effective and efficient governance and management of the University in a timely manner. (**Chapter III, Standard I.1; Chapter III, Standard I.2; Chapter III, Standard I.3; Chapter III, Standard II.3**)
- the University develop and implement a formal policy and criteria for research fund allocation and distribution at faculty and department level, as well as a mechanism which encourages departments to generate research funding through projects and other activities (**Chapter II Standard I.1**)

- the University develop and implement a formal policy on plagiarism and other academic misconduct as a matter of priority (**Chapter II Standard I.8**).

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

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

- the University's commitment to provide a wide range of regulatory and procedural documentation (**Chapter III, Standard I.4**)
- the positive progress being made to implement a comprehensive, robust and documented procedure for the evaluation of staff skills and achievements (**Chapter III, Standard IV.3**)
- the progress being made to implement the new information system including the transfer of data from the old system (**Chapter III, Standard VII.1**)
- the progress being made to improve the accessibility and quality of information available on the public website (**Chapter III, Standard VII.1**)
- the steps being taken to improve the teaching and scientific resources for the benefit of students and staff (**Chapter III, Standard VII.3**)
- the steps being taken to increase the number of student exchange programmes and better publicise them to potential students (**Chapter I, Standard I.10**)
- the University is building a portfolio of modules that will be taught in English (**Chapter II Standard I.6**)
- the steps being taken to develop the collection and storage of graduate employment data by the Careers Centre (**Chapter I, Standard III.9**).

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

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

### **Summary Judgement**

**The reviewers recommend to the Accreditation Council that at the University of Tirana the State Quality Standards are fully met.**

## Detailed report

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

1.1 Following the April 2017 visit the University developed a revised Statute designed to align with national legal requirements for higher education institutions. **[SER p6; ASCAL 6]** The revised Statute sets out the University's mission, internal organisation and management structures. **[AE1]** While the revised Statute demonstrates that the University has taken action to address a weakness identified during the April 2017 review visit, at the time of this visit the revised Statute had not received final approval from the Academic Senate. **[SER p6; ASCAL 6; AE3.2; M11 & M12]** Senior staff indicated that the approval process for the revised Statute was at an advanced stage and subsequent to the visit the University confirmed to ASCAL that the revised Statute had been approved by Academic Senate. **[M11 & M12; Senate Minute dated 14 September 2018]** Senior staff acknowledged that the approval of the Statute would be the start of a continuing process to ensure that internal regulations and structures are integrated and aligned fully. **[M11 & M12] (Chapter III, Standard I.1)**

1.2 The University is organised to secure management efficiency in accordance with legislative requirements. **[SER pp6 & 7; ASCAL 5 & 8; SER doc 1.1 & 1.2]** The flow of information from departments to Academic Senate and the Board of Administration, and the promulgation of decisions made by these to staff and students, is effective. **[AE3.2 & 3.4; M3-7]** Arrangements for the management and administration of the University and for collegial decision making, take account of legal expectations and are understood by staff at all levels. **[AE3.2 & 3.4; M3-7 & 11] (Chapter III, Standard I.2)**

1.3 A review of Academic Senate meeting minutes indicated that the approval process for the revised Statute had involved some robust, lively and at times confrontational debate. **[AE3.2]** In addition, the approval process had been drawn out over several months through Academic Senate members non-attendance at meetings which led to meetings either being non-quorate and therefore unable to make a decision, or being cancelled. **[AE3.2]** The meeting minutes also demonstrated an apparent lack of cooperation between Senate and the Board of Administration. **[AE3.2]** In discussing this finding with senior staff it was suggested that this demonstrated that the University encouraged constructive debate and that the Academic Senate operated in an open and democratic manner. **[M11]**

1.4 After due consideration, the review team found the confrontational nature of some of the debate as recorded in Senate meeting minutes to be an obstacle to ensuring effective and efficient management within the University's management bodies and Senate in particular. In doing so, the review team noted that this atmosphere of conflict and lack of cooperation between and within the University's two senior collegiate bodies was in direct contrast to the open and honest manner in which students and staff met by the review team engaged with the review process. **[M2-8 & 10-12]** While not identified as a weakness against any particular Standard, as a means of enhancing and strengthening the University's decision-making processes, it is **recommended** that the University's senior management take steps to ensure

that a coordinated, cooperative and constructive environment is created which enables debate and discussion at all formally constituted boards and committees to be undertaken in a professional and collegiate manner to facilitate the effective and efficient governance and management of the University in a timely manner. **(Chapter III, Standard I.1; Chapter III, Standard I.2; Chapter III, Standard I.3; Chapter III, Standard II.3)**

1.5 Boards and councils meet regularly and information on agenda items is made available to all staff in advance electronically. **[SER pp7, 8 & 11; ASCAL 21, 22, 24, 25 & 32; SER doc 1.22, 1.22.1, 1.25, 1.25.1 & 1.42; AE3.1 & 3.3; M3-7]** Students and staff indicated that matters raised by them are given due consideration through constructive debate at all formally constituted committees. **[M3-7]** Arrangements for the operation of deliberative councils and boards, and to support collegial discussion and debate, are understood by staff and students. **[M3-7]** Deans and heads of departments are responsible for monitoring locally the implementation of decisions made by formally constituted boards and councils. **[M6, 7, 11 & 12] (Chapter III, Standard I.3; Chapter III, Standard II.3)**

1.6 The University ensures that the limits of its autonomy are respected and that it operates within the confines of prevailing laws and regulations. **[SER pp8 & 9; ASCAL 5, 6, 23, 29 & 32; SER doc1.1, 1.23, 1.35 & 1.42; M7, 8, 11 & 12]** Self-governance is evident in organisational academic and administrative units, teaching and scientific activities, financial and administrative matters. **[AE3.2 & 3.4; M7, 8, 11 & 12]** The International Affairs Office is responsible for ensuring that the University benefits from European funding programmes and has assisted in establishing agreements with higher education institutions in a number of countries including Austria, Italy, Romania and the United Kingdom. **[SER p9; ASCAL 23, & 26-28; SER doc1.23 & 1.28-1.30; M7]** The Internal Quality Assurance Unit has a key role in monitoring and analysing the effectiveness of internal evaluation activities. **[SER p8; ASCAL 100 & 114 (in Albanian); SER doc 1.17 & 1.34 (in Albanian); M8 & 12]** The Unit comprises representatives from each faculty and is tasked by Academic Senate to undertake specific internal evaluation projects. Unit members played a key role in developing the Self-evaluation Report for this review. **[M8 & 12]** Staff acknowledged that while existing documentation associated with the Unit's role was available only in Albanian, the University was committed to providing a wide range of regulatory and procedural documentation in English. **[M8, 11 & 12]** The review team **affirms** the action being taken by the University to translate a wide range of regulatory and procedural documentation in English. While the University invites external academic consultants to participate in the development and review of programmes, external consultants have not been involved in the development of procedures relating to internal quality assurance. **[SER p9; M8 & 11] (Chapter III, Standard I.4)**

1.7 The University has an appropriate Development Strategy for the period 2018-2023 which has been approved by Academic Senate and the Board of Administration. **[SER p9; ASCAL 17; SER doc 1.12]** The Strategy was developed by a dedicated and working group whose membership was approved by Academic Senate. **[SER p9]** Students and staff confirmed that consultation on the Strategy occurred through draft versions being made available of the University web site. **[M3-7, 11 & 12]** The approval of the Development Strategy 2018-2023

demonstrates that the University has taken action to address fully a weakness identified during the April 2017 review visit. **(Chapter III, Standard I.5)**

1.8 The annual report to the Ministry provides accounts of teaching and study programmes, scientific research, staffing, project activity and economic and financial matters. **[SER pp9-10; ASCAL 23; SER doc 1.23; AE18]** The drafting process is led by Deans of Faculty and informed by internal evaluation and self-assessment reports on department and study programme activities. The final report is made available to relevant boards and committees institution-wide and is available freely to staff and students through the website. **[SER pp9-10; M3-7, 11 & 12]** The University included its 2016-2017 and 2017-2018 annual reports to the Ministry as part of the evidence base for this review which demonstrates that the University has taken action to address fully a weakness identified during the April 2017 review visit. **[ASCAL 23; SER doc 1.23; AE18]** **(Chapter III, Standard I.6)**

1.9 Faculties and departments are organised in accordance with legal requirements. **[SER pp10 & 11; ASCAL 5, 6 & 29; SER doc 1.1, 1.1.1 & 1.35; HEI info on ASCAL site]** Management, executive, and administrative structures are separate from academic structures and organisational units. **[SER pp10 & 11; M6-8, 11 & 12]** Academic staff are qualified appropriately and exercise autonomy and academic freedom in teaching, research and all other academic activities. **[SER pp10 & 11; M6-8, 11 & 12]** The University has an official web site and offers first, second and third-cycle programmes in accordance with its legal status. **[SER pp10 & 11; ASCAL 5, 6 & 29; SER doc 1.1, 1.1.1 & 1.35; HEI info on ASCAL site]** **(Chapter III, Standard II.1)**

1.10 In response to a weakness identified during the April 2017 review visit, Academic Senate commissioned a University-wide market research project involving all faculties to ensure that its programmes continue to meet country-wide economic development and reform. **[SER pp11 & 12; ASCAL 18; SER doc 1.18; AE9, 10, 11.1 & 11.2; M3-8, 11 & 12]** In addition, the outcome of the market research informed the development of the Development Strategy 2018-2023. **[SER pp11 & 12; M11]** The market research project demonstrates that the University has taken action to address fully a weakness identified during the March 2017 review visit. The University has an extensive and comprehensive network of partners at national and regional level which includes higher education institutions, public bodies and independent firms. **[SER pp11 & 12; ASCAL 26-28; SER doc 1.28-1.30; AE12.1 & 12.2; M3-7 & 10-12]** Students, academic staff, alumni and placement providers indicated that there are strong links between local and regional organisations and departments and programmes for the provision of student internships, future employment opportunities and other subject specific services and support. **[M3-7 & 10-12]** Graduate employability statistical monitoring is undertaken by Faculty Careers Centres and is discussed in paragraph 5.9. **(Chapter III, Standard III.1; Chapter III, Standard III.2; Chapter III, Standard III.3)**

1.11 The University has established a number of formal agreements which provide staff and students the opportunity to participate in international activities. **[SER pp13 & 14; ASCAL 26-29; SER doc 1.28-1.30; M3-7 & 10-12]** Senior staff recognise the value of staff and students

participating in international activities and have included this topic as a key component of the Development Strategy 2018-2023. **[ASCAL 17; SER doc 1.12]** Students and staff confirmed that the International Relations Office publishes on the University web site information on international activities, including staff and student mobility opportunities. **[M3-7; M12]** Senior staff commented that the increased publicity given to staff and student mobility opportunities was deemed successful as there are three or four applications for each staff or student place available. **[M2 & 11]** It was noted that the University filled 213 of the 402 staff and student mobility places available throughout Albania in 2017-2018. **[M11]** At the time of the review the University had a small number of international students. Where applicable, a programme comparison exercise is undertaken between home and University programmes to identify any gaps in curricula and additional teaching is provided to cover any omissions. **[M11] (Chapter III, Standard III.4)**

## **Findings**

### **Good practice**

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

### **Weaknesses**

The review team did not identify any weaknesses in this Evaluation Area. s:

## **Recommendations**

The review team made the following recommendation:

- the University's senior management take steps to ensure that a coordinated, cooperative and constructive environment is created which enables debate and discussion at all formally constituted boards and committees to be undertaken in a professional and collegiate manner to facilitate the effective and efficient governance and management of the University in a timely manner. **(Chapter III, Standard I.1; Chapter III, Standard I.2; Chapter III, Standard I.3; Chapter III, Standard II.3).**

## **Affirmation of action being taken**

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

- the University's commitment to provide a wide range of regulatory and procedural documentation **(Chapter III, Standard I.4).**

## **Judgement**

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

## Evaluation Area 2: Resourcing

2.1 The University's organisational structure is discussed and proposed at the Academic Senate and approved by the Board of Administration. **[ASCAL 7 & 13; AE 3.3; M11 & 12]** An organisational chart is made public on the University's website. **[www.unitir.edu.al]** This structure sets out the responsibilities for management of resources to meet the requirements of the State Quality Standards. **[ASCAL 5 & 6]** Employment criteria for each vacant job position are set out in the Statute and departments are able to add additional criteria if approved by the Rector. **[SER p15; ASCAL 5 & 6]** Vacant positions are advertised on the website of the Public Procurement Agency and posts are open for both internal and external applications. **[www.app.gov.al]** Part-time staff are employed according to the teaching and research needs of departments. **[ASCAL 5]** The criteria for selection of staff and the procedures for recruitment are defined in University Regulations. **[ASCAL 8]** The procedure for the employment of teaching, scientific and administrative staff follow the same process, and this is based on the relevant parts of the Statute, Regulations and relevant law. **[ASCAL 5, 6 & 8; SER doc 2.1.1 & 2.6]** The University has employed a number of academic staff from internationally recognised universities over the years and academic staff are expected to have some experience in a western university. **[SER doc 2.2]** The University Development Strategy states that attracting foreign academic staff and students is an objective. **[ASCAL 17]** Teaching staff state that some professors come from abroad and they have a list of subjects that can be taught in English by them and the University has also been more active this year in publicising mobility applications. **[M2, 6 & 7]** The University provides an administrative structure at both University and faculty level which provides services according to need. **[M6 & 7] (Chapter III, Standard IV.1; Chapter III, Standard VII.6)**

2.2 The Statute states that lecturers and researchers are guaranteed autonomy and academic freedom of teaching and research in harmony with and without impeding the achievement of the objectives and curricula programmes. **[ASCAL 5, art 6]** The University has 1,093 full-time employees, of which 779 are academic staff and 314 are administrative and support staff, plus 982 part-time academic staff. The University supports the engagement of staff in external activities and gives them the right to return to their job position afterwards. **[ASCAL 127]** Internally, staff are engaged in workshops, information days, promotional events and social activities organised by the University. **[ASCAL 3; M6] (Chapter III, Standard IV.2)**

2.3 The University organises training activities for both academic and administrative staff according to University priorities. **[ASCAL 17; SER doc 2.4, 4.19 & 4.20; M6]** Staff assessment is focused on three main areas; teaching, scientific research and administrative activities as set out in the Academic Staff Performance Assessment Manual and supported by the Quality Assurance Regulation. **[SER doc 1.8 & 2.1]** Heads of Department set objectives for staff each year according to their roles and at the end of the year the member of staff completes a self-evaluation form. **[SER doc 2.1.2]** Evidence is taken from student on-line questionnaires completed at the end of every semester, teaching, research and publications, mobility and Head of Department evaluation. **[M4, 6 & 11]** Previously, this system was found to have weaknesses in consistent documented implementation across the faculties, but it has been considerably



strengthened this year with a new procedure due to be implemented in the next academic year. **[SER doc 2.1; M6, 7 & 12]** The review team therefore **affirms** the positive progress being made to implement a comprehensive, robust and documented procedure for the evaluation of staff skills and achievements. The University supports staff training in western universities under the framework of cooperation agreements with international universities and projects, for example Erasmus+. **[ASCAL 2.16; SER doc 1.23, 2.4, 4.15, 4.15.2 & 4.32]** The University has a practice of having foreign professors on committees that award the academic title of 'professor' and candidates for that title have to have at least one academic year in academic or research activity in a western university. **[SER doc 2.30 & 2.30.1] (Chapter III, Standard IV.3)**

2.4 The University aims to support social events for staff and students and favours social dialogue by organising open meetings with personalities in different areas of activity. **[ASCAL 3; M3 & 6]** The University also promotes dialogue by including staff at all levels in decision making and consultation, referred to be University senior staff as a 'bottom up' approach which was confirmed by teaching staff. **[M2 & 11]** The University complies with the legal framework on social and health insurance and pays its obligations plus giving financial support in the case of family misfortune or serious disease. **[SER doc 2.3.1] (Chapter III, Standard IV.4)**

2.5 University staff have contracts in accordance with legislation and staff rights and obligations are in compliance with the Statute, Regulations and Code of Ethics. **[SER docs 1.1, 1.2, 1.2.1 & 1.5]** Relevant documents are stored in the Human Resources Directorate archive. **[M6 & 7] (Chapter III, Standard II.2)**

2.6 The University has financial independence in budget compilation in accordance with the Statute. **[SER doc 1.1 art 85]** Budget compilation is a 'bottom up' process with proposals for expenditure being submitted to the faculties from the departments. Faculties incorporate these into the faculty budget for submission to the University Administrator. The Administrator is responsible for compiling the draft budget for review in the Rectorate and Academic Senate and to ensure it supports the Developmental Strategy. **[SER doc 1.6.1, 2.9 & 1.12]** The final draft budget then goes for discussion and approval at the Board of Administration. **[SER doc 1.1 & 2.12]** The budget is then delegated to the faculties for implementation. **[SER doc 2.10] (Chapter III, Standard VI.1)**

2.7 The University has the necessary means to implement its financial policy through its structures and processes. The Administrator and Board of Administration supervise and control financial management and ensure compliance with accounting rules. **[SER doc 1.1]** The support structures include the Finance Sector, the Procurement and Investment Directorate and the Internal Audit Directorate in the Rectorate, plus the budget holders in every faculty and department. **[SER doc 1.2.1; M2, 6-8 & 11]** The University therefore has transparent procedures for the management of financial resources and comply with statutory requirements and it also publishes the approved budget on the website and informs all members of academic staff by email **[SER doc 2.13; www.unitir.edu.al]** The final budget is submitted to the Ministry of Education and Sports as per the regulations. Implementation of the budget through the

faculties is monitored by submitting reports to the Rectorate every three months. **[SER docs 2.27, 2.27.1 & 2.27.2] (Chapter III, Standard VI.2)**

2.8 Budgetary and financial control is performed by internal audit in the University, the Ministry of Education and Sport, Regional Tax Directorates and the Ministry of Finance and Economy. **[www.klsk.org.al/web/vendimi\_97\_matura\_2016\_3768.pdf]** The Internal Audit Unit is organised through the Board of Administration and following a departmental or faculty audit will compile a report on its findings to the Board of Administration. **[SER doc 1.1 art 85 & 86 & 2.29]** Financial reports are submitted to the Senate which are open meetings with staff and student representation and audit reports are published on the University website **[M3, 6 & 11; www.unitir.edu.al]** Staff indicated that revenues from students' fees are used to increase teaching quality and services to students. **[M6, 7, 11 & 12] (Chapter III, Standard VI.3)**

2.9 The University information management system has not been functional since August 2017. **[SER docs 2.25 & 2.26]** However, staff and students are supportive of the University's continuing efforts to resolve this matter and indicated that the absence of an information management system in the short-term is not causing any problems for them. **[M3-7 & 11]** As the University is working to meet its obligations in this respect, the review team **affirm** the progress being made by the University to implement the new information system including the transfer of data from the old system. The University publishes institutional, academic and social activities on the website as well as the admission quota, number of students per programme, the Statute, Regulations and a whole range of other information about the University. **[www.unitir.edu.al]** The quality and accessibility of information on the public website has improved considerably during the last year and this is confirmed by both staff and students. **[M3-6 & 12]** However, further improvements are planned by the University to make it more dynamic, interactive and available in English. **[M12]** The review team **affirm** the progress being made by the University to improve the accessibility and quality of information available on the public website. **(Chapter III, Standard VII.1)**

2.10 The University intranet and internet is available in all faculties and each faculty has a range of computer rooms for student use along with relevant software. **[SER doc 2.31]** Staff and students stated that the computers and software provided by the University are suitable for their needs. **[M3-6] (Chapter III, Standard VII.2)**

2.11 The University has a record of its real estate. **[SER docs 2.15, 2.31 & 2.31.1]** It closely monitors the use of resources according to the requirements for teaching and research. **[SER docs 2.31.1, 2.11, 2.18 & 2.19]** One of the main objectives in the Development Strategy is improvement in infrastructure aimed at providing improved resources for teaching and scientific research. **[SER doc 1.12]** The Board of Administration has approved the proposal for improvements in the Faculties of Economics, Social Science and Natural Science and the construction of a new building for the Faculty of Law in 2018-19. **[SER docs 1.6.1 & 2.15.1; M11 & 12]** During the April 2017 review visit the adequacy of the environment and infrastructure was identified as a weakness and the review team now **affirm** the steps being taken to improve

the teaching and scientific resources for the benefit of students and staff. (**Chapter III, Standard VII.3; Chapter III, Standard VII.5**)

2.12 The University has a strong academic and cultural heritage and it archives publications by academic staff and doctoral and diploma theses produced by students, these are usually stored in the libraries at each faculty. The University aims to establish a publishing house with the aim of increasing cooperation between the research units at the University. **[SER doc 4.16] (Chapter III, Standard VII.4)**

2.13 The University owns teaching rooms, laboratories, facilities for administrative and teaching staff, libraries and computer rooms. The University monitors their use closely and has instituted an extended timetable from 8.00am to fulfil the needs of teaching. **[ASCAL 3; M3 & 6]** The University's facilities and infrastructure are constructed to an appropriate standard that meet hygienic and sanitary standards for students and staff. **[Resource tour]** The tour of learning resources demonstrated a good environment for teaching, not near to industrial areas and did not appear to be polluted. **[Resource tour] (Chapter III, Standard V.1)**

2.14 The Protocol Office at the Rectorate and in each faculty are used for storing hard copies of documents. **[SER docs 1.2.1, 1.35, 2.21 & 2.21.1]** Statistical data is gathered by the Information and Technology Directorate and reported annually to the Ministry. **[SER doc 2.23 & 2.23.1]** Faculty academic secretaries are responsible for maintaining records such as the student register, enrolments and student grades. **[SER doc 2.24] (Chapter III, Standard V.2)**

## **Findings**

### **Good practice**

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

### **Weaknesses**

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

### **Recommendations**

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

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

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

- the positive progress being made to implement a comprehensive, robust and documented procedure for the evaluation of staff skills and achievements (**Chapter III, Standard IV.3**)

- the progress being made to implement the new information system including the transfer of data from the old system (**Chapter III, Standard VII.1**)
- the progress being made to improve the accessibility and quality of information available on the public website (**Chapter III, Standard VII.1**)
- the steps being taken to improve the teaching and scientific resources for the benefit of students and staff (**Chapter III, Standard VII.3**).

## **Judgement**

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

### **Evaluation Area 3: The Curriculum**

3.1 The University offers 174 programmes across three study levels of bachelor, masters and Doctorate. Subjects are offered by the faculties in natural science, economics, law, philology, foreign languages and social sciences and the programme database has been updated since the April 2017 review. **[SER doc 3.1]** Details of each programme, for example aims, objectives, course structure and credit values are available on the faculty websites which are accessible through the main University website. **[www.unitir.edu.al]** Students confirm that they have access to all the programme information that they need, both before and during the course, through the website. **[M3-5]** Study programmes are developed in accordance with the priorities identified in the Development Strategy and the requirements for students' qualifications are described in the objectives of the Development Strategy. **[SER doc 1.12; M11]** Study programmes are coherent and describe what a student is able to do following graduation. **[SER docs 1.12, 3.3, 3.3.1 & 3.3.2]** Students confirmed that they are aware of this. **[M3-5]** Graduates also receive a diploma supplement which describes the level, content and grades achieved by the student. **[SER doc 3.10]** The University cooperates with the Ministry with respect to high school curricula and the Careers Centres in each faculty organise information days to give high school students information about programmes, selection criteria, syllabi, academic staff and potential future areas of employment. **[SER doc 3.4, 3.4.1 & 3.4.2]** Each January the faculties propose the number of bachelor and masters students to admit and the admission criteria for the next academic year. **[SER doc 1.1 art 49, 1.2, 1.3, 3.5, 3.5.1, 3.5.2 & 3.5.3]** During the first week of the academic year, students are acquainted with the facilities and staff, and students confirmed that this is a useful activity. **[SER docs 3.2, 3.2.1, 3.2.2 & 3.2.3; M3]** (*Chapter I, Standard I.1; Chapter I, Standard I.3; Chapter 1, Standard 1.6*)

3.2 The University offers short courses (summer/winter schools) in specialist areas to provide knowledge and skills for lifelong learning in a diverse range of fields. Students on these courses receive a certificate upon completion. **[SER docs 3.6, 3.6.1, 3.6.2, 3.6.3, 3.6.4, 3.6.5, 3.8 & 3.8.1]** Timetables are adjusted to accommodate student requirements, for example most masters study programmes are scheduled to take place in the afternoon to enable students to work in the mornings to help fund their studies. **[SER doc 3.7; M4]** The Internal Quality Assurance Unit has a role in evaluating the success of programmes and it is also part of the faculty self-evaluation reports. **[SER 1.1 art 29; M8]** (*Chapter I, Standard I.2*)

3.3 Study programmes are designed in accordance with the Bologna process in respect of structure, level and credit values and are in harmony with the National Strategy for Development and Integration (2015-2020) which aims to fulfil labour market needs in the country. **[ASCAL 3; www.unitir.edu.al]** Students, staff and business leaders indicated that a high proportion of graduate positions in Tirana are filled by graduates of the University. **[M2-7 7 10]** The University offers some interdisciplinary programmes across faculties, for example the Professional Masters programme in Health Management to address an identified employment need in Albania. **[SER doc 3.12]** It also offers some joint masters programmes with European partner universities and joint diplomas are issued. **[SER doc 3.11 & 3.13-16]** Prospective students for masters and

Doctorate programmes have to pass a test in English as defined by Senate before they can embark on their studies which enables them to cooperate internationally and understand international research publications. **[SER doc 3.5.3, 3.9 & 3.9.1; M4 & 5] (Chapter I, Standard I.4)**

3.4 The capacity of the University in terms of infrastructure, staffing and finance is considered when new programmes are being designed. **[ASCAL 3]** Each department plans its teaching on an annual basis, according to current bylaws, and reports back at the end of the year on performance against the plan. **[SER docs 3.17, 3.19 & 3.19.1; M6]** Any additional teaching by full or part-time staff is funded completely by the University. **[SER doc 3.19.2]** Academic staff have annual agreements where they agree the time spent on teaching, research and other duties. **[SER doc 3.18; M6]** Staff attached to the research institutes have a reduced teaching load to enable them to focus on research activities. **[SER doc 3.17.1, 3.17.2 & 3.17.2.1] (Chapter I, Standard I.5)**

3.5 The University offers 36 bachelor programmes which aim to provide core knowledge, general scientific principles and specific skills needed for employment or for progression to masters level. **[SER doc 3.5.3; M3 & 4]** Modules include general formative subjects, foreign languages and computer studies as well as subject specific modules. Subject specific modules are divided into compulsory and optional modules to enable students to be prepared for employment or study in their areas of interest. **[SER doc 1.2 art 34 & 35]** The University offers credit transfer opportunities between programmes at the same level both at this University and other higher education institutions. **[SER doc 1.2 art 78 & 79, 3.20 & 3.20.2]** Approximately 40 per cent of University bachelor graduates go into employment and 60 per cent progress to masters study. **[SER doc 1.18]** Students confirmed that the bachelor programmes prepare them for both employment and progression to masters level study. **[M3-5] (Chapter I, Standard I.7)**

3.6 Students on bachelor programmes state that the University provides a good experience to enable them to acclimatise to the University environment. **[M3]** Each programme has a designated coordinator and students are supported through tutorship system. **[M3-5]** Faculty and department secretaries, IT offices, library staff and careers centres provide daily support to students during their programmes. **[ASCAL 3; M3-7]** Lectures, seminars, laboratory classes, projects, assessments, professional practice are referred to in the Regulations and implemented across all programmes as appropriate. **[SER doc 1.2 art 37, 3.31, 3.27 & 3.27.1]** Alternative teaching methods include case studies and workshops. **[SER doc 3.3.5 & 3.3.6]** The University gives priority to employing academic staff with a good research profile both in Albania and abroad. **[SER doc 1.23 pp45 & 46]** Full-time academic staff cover more than 70 per cent of the teaching load on bachelor programmes. **[SER docs 3.2 & 3.4] (Chapter I, Standard I.8)**

3.7 The University offers 100 masters programmes including 65 Master of Science and 35 Professional Masters programmes which are taught only by academic staff who are professors or doctors and are engaged in research activity. **[SER 1.23 pp45 & 46]** Students confirmed that their teachers are of high quality in terms of qualifications and experience. **[M3-5]** These staff

are also involved in designing and implementing new masters programmes as part of working groups. **[ASCAL 3]** On masters programmes 25-30 per cent of credits are dedicated to the research project or diploma thesis and are guided by appropriately qualified academic staff. **[SER docs 3.21, 4.7.1 & 4.7.2]** Masters research projects are also in line with the University research policies as approved by Senate. **[SER docs 4.16 & 4.2.4]** Student internships take place in both private and public organisations and companies and there are opportunities to cooperate in research projects. **[SER doc 3.23; M4 & 10]** The Careers Centre and departments gather data on student employment and are compiling a database of masters graduates. **[SER docs 1.42 & 3.22; M10]** Over 85 per cent of academic staff teaching masters programmes are employed on a full-time basis and guest lectures in specialist areas are invited to speak to students. **[SER doc 3.15.3] (Chapter I, Standard I.9)**

3.8 Study programmes are aligned to three successive cycles according to the Bologna process and are evaluated in credits under the European Credit Transfer and Accumulation System (ECTS), credits earned at the University and abroad are recognised in the Regulations. **[SER doc 1.2, 3.3.1, 3.20 & 3.20.2]** A full-time student studies 60 credits per year with approximately 25 teaching hours per credit which can be both theory and practical work. **[SER doc 3.3.2]** The Diploma supplement on completion is available in both Albanian and English. **[SER docs 3.24 & 3.24.1]** All Bachelor programmes have a foreign language component in the curriculum and masters and Doctorate students must pass a test in English before admission. **[SER doc 3.3.7, 3.9 & 3.9.1]** All students on masters and Doctorate programmes met by the review team demonstrated a high level and understanding of English. **[M4, M5]** The low student mobility across European programmes was identified as a weakness during the April 2017 review but the review team **affirm** that the University has taken steps to increase the number of student exchange programmes and better publicise them to potential students. The University has exchange programmes with 41 universities within the framework of the Erasmus+ KAI programme and 54 per cent of these are new or renewed for the 2017-19 period. **[SER doc 1.23 pg. 60-63]** Although the number of students participating in mobility programmes has not increased significantly this year, it is evident that students are more aware of them and the number of applications has increased by approximately ten-fold since last year. **[SER docs 3.28, 3.28.1 & 3.28.2; M2-7 & M11] (Chapter I, Standard I.10)**

3.9 The integration of practical application and theoretical knowledge within study programmes is achieved through case studies, laboratory work, practical assignments and projects, professional practice and the final thesis or research project. **[SER docs 3.25, 3.25.1, 3.25.2 & 3.25.3; M3-5]** Professional practice or internships in public institutions or private companies is compulsory for all students when included in the teaching plans. **[ASCAL 3; M4 & 6]** Internships are worth 6-10 credits in the study profile and are supervised by academic staff. The student writes a report and the placement also evaluates the student's performance which are used in assessment. **[SER doc 1.2 art 74-76, 3.3.1 & 3.3.2]** Diploma theses are also used to link theory to practice and the rules for writing them are clearly defined. **[SER doc 3.26]** Students participate in cultural and educational activities organised by the University and the University provides infrastructure and support for these. **[SER doc 1.23 pp17-18] (Chapter I, Standard I.11)**

3.10 Bachelor and masters programmes contain modules that relate directly to employment and the development of the Professional Masters programmes are a direct attempt at providing the labour market with graduates with interdisciplinary knowledge and understanding. **[SER doc 3.12]** Internships which are part of the Professional Practice modules are an important way that students gain both application of theory to practice and also employment skills. **[SER doc 3.25]** Students stated that the internships are a valuable part of their programme in preparing them for employment. **[M3 & 4]** Business representatives met by the review team are significant players in the public and private sectors in Albania and are supportive of the University. **[M10]** They are involved in providing internships, assessing students, advising on course content and developing new programmes. **[M10]** The review team consider that the strong and comprehensive links with public and private sector representatives who are able to support the University to the benefit of students to be an example of **good practice**. The University is also developing the Careers Centre to foster these links further and support students into employment. **[M10] (Chapter I, Standard I.12)**

## **Findings**

### **Good practice**

The review team identified the following feature of good practice:

- the strong and comprehensive links with public and private sector representatives who are able to support the University to the benefit of students **(Chapter I, Standard I.12)**.

### **Weaknesses**

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

### **Recommendations**

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

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

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

- the University has taken steps to increase the number of student exchange programmes and better publicise them to potential students **(Chapter I, Standard I.10)**.

## **Judgement**

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



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

4.1 University study programmes are properly described in different forms. They are posted on each faculty website. [<http://fshs-ut.edu.al/>; <http://www.feut.edu.al/mba/emba.html>] In the majority of the webpages the information is currently only in Albanian. Staff indicated that the updated web will include information in English. **[M6 & 7]**. The Senate reviews and approves at the beginning of each academic year teaching plans for each study programme, based on basic units' proposals. **[SER p.34; SER doc 4.1 7 & 4.1.1; M6 & 11]** Each of the six faculties is responsible for planning staff teaching hours and the exact work plan for the academic year. **[SER doc 4.2, 4.2.1, 4.2.2 & 4.2.3]** The tour of learning resources demonstrated that the institution offers sufficient capacity for its students. **[Resource tour] (Chapter I Standard II.1)**

4.2 At the start of each academic year, following students' registration, student codes and passwords are generated by the Administrator of the Information System, a Rectorate post, and these are used to access the portal for individual student information. **[SER p34; M3 & 4]** Students can consult faculty websites for a calendar of exams, graduation requirements, guidance for assessment procedures and any other assessment related information. Rules, assessment criteria and exams specifications, are defined in the syllabus of each module. Students are informed by the module academic supervisor during the first week of each term. **[SER doc 3.3.1.1 & 4.10; http://www.unitir.edu.al/]** The student record system enables academic staff to enter student grades which must then be signed-off by at least two tutors, appointed by the Head of Department. **[SER, p.35] (Chapter I Standard II.2)**

4.3 Lectures are regularly assessed by departments and faculties and study programs are subject to continuous quality assessment procedures, which involve internal quality assurance units. **[SER doc 4.12 & 4.13; AE 13.1, 13.2 & 13.3]** Academic part and full-time staff are regularly assessed through students' questionnaires, open lectures, evaluation from heads of department and self-evaluation. Faculties use different tools for this evaluation but, as noted in paragraph 2.3, the University is continuing its work to standardise staff evaluation processes. Study programmes and curricula are subject to continuous improvement to reflect suggested changes from businesses and other partners. As the University's main objective is to provide their students with theoretical and practical knowledge, the institution is clearly oriented towards the business need. Business representatives stated that they are always part of the curricula improvement process. **[M6, 7 & 10]** Students' results are regularly published anonymously using an identification number for each student. Students expressed that they feel free to communicate with their professors on any issues related to their grades. **[M3 & 4] (Chapter I, Standard II.3)**

4.4 The University has implemented an appropriate support structure to promote continuous teaching improvement including support, monitoring and counselling structures for the improvement of teaching quality provided by the Directorate of Teaching Programmes, Quality Assurance within the Rectorate, branch internal quality assurance units and main unit careers centres. Such structures support basic units to pursue the quality implementation of study

programmes and, evaluate academic and support staff performance. **[SER p37; SER doc 1.35 & 4.12] (Chapter I Standard II.4)**

4.5 The department is the main decision-making unit for teaching, learning, assessment and research. Departments, as the teaching and research base unit, meet regularly to discuss important matters related to the organisation of research activities, specific research priorities, publications, promotion, etc. **[SER doc 4.14; M6 & 11]** Academic staff research performance, based on their qualifications and publications, is acceptable. **[M6 & 11; AE 7.1.2]** Approximately 10 per cent of the University's total budget is allocated towards research activities. However, it is not clear how funding is divided among researchers or research groups and staff indicated that research is financed mostly by individual researchers which the review team found to be a **weakness**. It is therefore **recommended** that the University develop and implement a mechanism which encourages departments to generate research funding through projects and other activities. **[SER doc 2.12; M6 & 11; AE 7.1.2] (Chapter II Standard I.1)**

4.6 The University is part of many national and international projects which assists research development. Cooperation and networks created through partnerships have enhanced more interaction and scientific communication between researchers. However, multi-disciplinary research between departments and faculties would benefit from a more coordinated approach. **[SER doc 1.23, tables 20 & 21; SER doc 1.6.1 & 4.33; AE 12.1 & 12.2] (Chapter II Standard I.2)**

4.7 The University has increased its internationalisation activities in recent years, through international publications and symposiums, different agreements where academic staff and students have been part of international teaching experiences, employment of staff who have graduated abroad, etc. **[SER doc 1.23, tables 20 & 21]** Students and staff provided several examples of recent international experiences. **[SER doc 4.15, 4.15.1, 4.15.2 & 4.15.3; M 3, 4 & 6]** Faculties and departments organise national and international scientific conferences and academic staff participate in international scientific conferences organised by other higher education institutions at home or abroad. **[SER doc 4.22] (Chapter II Standard I.3)**

4.8 Priority areas for scientific research are determined in the Scientific Research Strategic Plan, 2018-2020, which has been approved by Senate and demonstrates that the University has taken action to address fully a weakness identified during the April 2017 review visit. **[SER doc 4.25]** Scientific events relating to priority research areas are organised by the University. Staff indicated that ideas for research priorities are developed at department level before being agreed by the University. **[SER doc 4.23, M6] (Chapter II Standard I.4; Chapter II Standard I.5)**

4.9 Continuity in scientific research is facilitated through the involvement of young academic staff and PhD students in departmental research activities. This involves incorporating project and thesis work research with research projects on topics of institutional and national interest. In addition, the involvement of foreign staff members in research activity and the involvement of foreign partner organisations in research activities facilitates continuity in scientific research

fields. [SER doc 1.23; M5] The University encourages faculties and departments to invite foreign academic staff to participate in research activities and in open lectures. [SER doc 4.23] The University pursues a favourable policy for mobility of academic staff involved in scientific research, mainly through projects and partnerships. [SER doc 4.15.4; M6; <http://fshs-ut.edu.al/projekte-bashkepunimi/>] Scientific research improvement is also benefiting from the process of internationalisation of studies. [SER doc 1.28, 1.29, 1.30] Staff indicated that work is underway to build a portfolio of modules that will be taught in English and the review team **affirm** this action. [M6 & 11] (*Chapter II Standard I.6*)

4.10 The University pursues a support policy for international seminars and scientific symposia. [SER doc 4.23] In general, faculties have financial resources for the organisation of annual scientific symposia. The participation of academic staff in scientific conferences abroad is significant. In addition, researchers are also encouraged to share their research work outcomes in virtual platforms [SER doc 4.22, 1.23, tab. 13-9; AE 7.1.2] (*Chapter II Standard I.7*)

4.11 Faculties and departments publish several journals, such as: 'Legal Studies' journal [published by Faculty of Law, ISSN: 2220-3990]; 'Journal of Natural Sciences' [published by Faculty of Natural Sciences, ISSN: 2305-882X]; 'Albanian Studies' journal [published by Faculty of History and Philosophy]; 'Economy and Business' journal [published by Faculty of Economy] [SER doc 4.27; 4.27.1; 4.27.2] The Internal Quality Assurance Unit, periodically evaluates the effectiveness of research activities carried out by main units in line with the relevant standards. [SER doc 1.1, Article 29/2] PhD thesis are published on faculty websites. However, a weakness identified during the April 2017 review resulted in a recommendation that the University develop and implement a formal policy on plagiarism and other academic misconduct. The absence of a formal University policy to detect academic misconduct, and plagiarism in particular, remains a **weakness**. It is therefore **recommended** that the University develop and implement a formal policy on plagiarism and other academic misconduct as a matter of priority. [M5 & 6] (*Chapter II Standard I.8*)

## Findings

### Good practice

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

### Weaknesses

The review team identified the following weaknesses:

- the lack of clarity as to how funding is divided among researchers or research groups and research being financed mostly by individual researchers (*Chapter II Standard I.1*)
- the absence of a formal University policy to detect academic misconduct, and plagiarism in particular (*Chapter II Standard I.8*).

## **Recommendations**

The review team made the following recommendations:

- the University develop and implement a formal policy and criteria for research fund allocation and distribution at faculty and department level, as well as a mechanism which encourages departments to generate research funding through projects and other activities. (by August 2019) **(Chapter II Standard I.1)**
- the University develop and implement a formal policy on plagiarism and other academic misconduct as a matter of priority. (by August 2019) **(Chapter II Standard I.8).**

## **Affirmation of action being taken**

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

- the University is building a portfolio of modules that will be taught in English **(Chapter II Standard I.6).**

## **Judgement**

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

## **Evaluation Area 5: Students and their Support**

5.1 The University actively recruits students for its first-cycle programmes directly from Albanian high schools. Faculties organise recruitment visits where academic and administrative staff visit schools and give presentations on study programmes they offer. Admission of first year students is also coordinated by the 'U-Albania' portal. [<https://ualbania.arsimi.gov.al/Universitet/UniversityIndex>; **M11**] The Vice-Rector for Teaching and also the vice-deans in each faculty have overall responsibility for the student registration and induction process. Faculty vice-deans and heads of department report to the Vice-Rector on the implementation of the recruitment and induction process for new students. The admission of students for each academic year is carried out in line with criteria and quotas proposed and approved for each study programme, which are published on the institution's website. [<http://www.unitir.edu.al/>; **M1 & 11**] For first-year bachelor students, orientation days are organised and a student guide is published for each Faculty. [**SER doc 3.2.1 & 3.2.2; M3 & 7**] (*Chapter I, Standard III.1*)

5.2 The University has appropriate administrative structures to guarantee the students' rights to access information. [**SER doc 1.2.1 & 1.35**] The institution has an effective Students Carrier office which has a key role in assisting with orientation activities for new students. [**M3 & 7**] Departments also have an important role in inducting new students into their programmes. In addition, the University uses its website and faculty and department notice boards to provide students with all the information they require. All the teaching staff and students have their own email address provided by the University. Another important tool is the students' portal, which at the time of the review visit was under construction and had been off-line for a period of time. [**M3**] The institution has an effective information system for storing student personal information. [**SER doc 5.4**] (*Chapter I, Standard III.2*)

5.3 Faculties and departments are responsible for the mentoring and tutoring process which is a continuous process throughout the period of study. [**SER doc 5.5**] Academic full-time staff have timetabled periods for tutoring students and this information is posted on the website. In addition, the Careers Office plays a crucial role in the orientation and mentoring of students by helping during their studies and advising on future internship and employment opportunities. [**SER doc 5.6**] Discussions with staff and students confirmed the effectiveness of orientation and mentoring arrangements. [**M3, 4 & 5**] Students stated that they are provided with all the advice they need through their studies and that they are able to contact staff for individual advice during office hours, lectures and seminars. Discussions with staff and students confirmed the satisfactory nature of current orientation and mentoring arrangements. [**M3, 4, 5 & 6**] (*Chapter I, Standard III.3*)

5.4 The University provides appropriate levels of support for special social categories. Policy and procedure are focused mainly in exemption or reduction of tuition fees for specific students and takes full account of Ministry requirements and expectations. The University allocates approximately 10 per cent of admission quotas to special social categories in first and second cycles of studies. [**SER doc 3.5.1, 3.5.2 & 5.11**] The Council of Ministries determine the number

of scholarships available annually. Beyond this financial assistance, there is no additional support provided to students in special categories, particularly in infrastructure as there is no provision of ramps or elevators for the convenience of wheelchair users. **[Resource tour] (Chapter I, Standard III.4)**

5.5 The University provides relevant textbooks in Albanian and foreign languages in all its libraries which are located near each faculty. The general collection comprises of 182,502 copies, while the reading rooms have a capacity of 1,258 seats. The large file network (alphabetical for authors and titles, systematic, topographic), set up over the years and various bibliographies help library users to have easy access to the required information. **[SER doc 2.20 & 5.14]** The library works with faculties and departments to ensure book stock is kept up-to-date. There is also access to EBSCOHOST and SAGE. **[SER doc 5.27]** Student views on library stock are also sought. The library provides training to assist students in searching for and finding academic information online. Students noted satisfaction with the availability of texts and indicated that if printed texts are unavailable the information would be searched for online. **[M3, 4, 5 & 7] (Chapter I, Standard III.5)**

5.6 The University organises activities in support of first-cycle students to facilitate their performance, such as reading, research, selection of information, etc. **[SER doc 5.2 & 5.12]** In addition to the formal tutoring process, daily lecturer and student contact provides further opportunities to support and facilitate the progress of first-cycle students. Specific mentoring is provided for year three first-cycle students to support them during their thesis selection and development and to advise on future employment opportunities. **[SER doc 5.5]** Similarly, students are provided with advice and guidance prior to and during professional practice or placement opportunities and students are accompanied by a lecturer at their first meeting with a placement provider. The Careers Office also provides students with advice and guidance prior to and during professional practice or placement opportunities. Support is also provided on future study opportunities on second-cycle programmes. **[SER doc 5.6; M3-5 & 7] (Chapter I, Standard III.6)**

5.7 The University encourages and supports student participation in university life. Students have a Student Council where they can debate issues and raise problems they would like student representatives to take forward to Faculty Councils and to Senate. The Student Council is an independent body whose objective is to promote the participation of students and coordinate their representation in the governing bodies, in teaching, research and service structures. Students have their representatives in Senate. **[M3 & 4; AE 3.2]** The Student Council organises different activities and addresses problems raised by students during the academic year. **[SER doc 1.1, Article 77-80; M3 & 4]** Students are involved actively in the election of the Rector and other senior appointees and provide input to the quality assessment process. Faculty web pages have a student area. Students commented that they are content that their views are sought, taken seriously and acted upon effectively where reasonably practical or appropriate. **[M3-5] (Chapter I, Standard III.7)**

5.8 The University supports and encourages student cultural, sports and entertaining activities. **[SER doc 1.2, Article 80]** The Self-Evaluation Report noted that while the University supports the students' cultural life, financially supported activities are rare, and discussions with students confirmed this. Students stated that they would appreciate more social activities. **[M3 & 4]** Different faculties organise some activities, for example, in Faculty of Law group debates and simulated trials (in 2016 they won first place in a national competition) and, Department of Physical Education and Sports organises activities designed to teach human values. **[SER doc 5.25 & 5.26] (Chapter I, Standard III.8)**

5.9 The April 2017 review visit identified as a weakness that statistical data on the employment of all its graduates was unavailable. However, during this review visit the University provided evidence in the form of graduate employment statistics to demonstrate that the recommendation had been met. It was noted that the Careers Centre is developing the University's use of such statistical data and the review team **affirm** the steps being taken to develop the collection and storage of graduate employment data. **[SER doc 5.6; Hard copy of data employment]** Staff confirmed that first-cycle students have a period of internship during the third year of their programme. Students reported that internships may lead to employment but that this is not guaranteed. External partners and businesses confirmed their satisfaction with the relationship they have with the University and most confirmed that they provide internships for students which can lead to future employment. **(Chapter I, Standard III.9)**

## **Findings**

### **Good practice**

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

### **Weaknesses**

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

### **Recommendations**

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

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

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

- the steps being taken to develop the collection and storage of graduate employment data by the Careers Centre **(Chapter I, Standard III.9)**.

## **Judgement**

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

## Summary of findings

### Good practice

The review team identified the following feature of good practice:

- the strong and comprehensive links with public and private sector representatives who are able to support the University to the benefit of students (**Chapter I, Standard I.12**).

### Weaknesses

The review team identified the following weaknesses:

- the lack of clarity as to how funding is divided among departments or research groups and research being financed mostly by individual researchers (**Chapter II Standard I.1**)
- the absence of a formal University policy to detect academic misconduct, and plagiarism in particular (**Chapter II Standard I.8**).

### Recommendations

The review team made the following recommendations:

- the University's senior management take steps to ensure that a coordinated, cooperative and constructive environment is created which enables debate and discussion at all formally constituted boards and committees to be undertaken in a professional and collegiate manner to facilitate the effective and efficient governance and management of the University in a timely manner. (**Chapter III, Standard I.1; Chapter III, Standard I.2; Chapter III, Standard I.3; Chapter III, Standard II.3**)
- the University develop and implement a formal policy and criteria for research fund allocation and distribution at faculty and department level, as well as a mechanism which encourages departments to generate research funding through projects and other activities (by August 2019) (**Chapter II Standard I.1**)
- the University develop and implement a formal policy on plagiarism and other academic misconduct as a matter of priority (by August 2019) (**Chapter II Standard I.8**).

### Affirmation of action being taken

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

- the University's commitment to provide a wide range of regulatory and procedural documentation (**Chapter III, Standard I.4**)



- the positive progress being made to implement a comprehensive, robust and documented procedure for the evaluation of staff skills and achievements (**Chapter III, Standard IV.3**)
- the progress being made to implement the new information system including the transfer of data from the old system (**Chapter III, Standard VII.1**)
- the progress being made to improve the accessibility and quality of information available on the public website (**Chapter III, Standard VII.1**)
- the steps being taken to improve the teaching and scientific resources for the benefit of students and staff (**Chapter III, Standard VII.3**)
- the steps being taken to increase the number of student exchange programmes and better publicise them to potential students (**Chapter I, Standard I.10**)
- the University is building a portfolio of modules that will be taught in English (**Chapter II Standard I.6**)
- the steps being taken to develop the collection and storage of graduate employment data by the Careers Centre (**Chapter I, Standard III.9**).

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

6. The Standards for the Organisation and its Management are fully met.
7. The Standards for Resourcing are fully met.
8. The Standards for the Curriculum are fully met.
9. The Standards for Teaching, Learning, Assessment and Research are substantially met.
10. The Standards for Students and their Support are fully met.

### **Summary Judgement**

**The reviewers recommend to the Accreditation Council that at the University of Tirana the State Quality Standards are fully met.**

## Evidence list

### List 1

The documents in this list were submitted by the institution to accompany the self-evaluation report and appear on the ASCAL management site under the self-evaluation phase of the process. These documents are referred to in the report as **ASCAL 1**, **ASCAL 2** etc.

1. Vete deklarimi
2. Shkresa per dokumentacionin ASCAL
3. RVB\_eng
4. RVB\_albanian
5. 1.1 UT Statute\_update 2016\_eng
6. 1.1.1 New (draft) Statute\_eng
7. 1.1.2. Decision of the Academic Senate & Consultation of statute\_eng
8. 1.2. UT Regulation\_update\_eng
9. 1.2.1 Rectorate Regulation\_eng
10. 1.4 Faculty of Economics, Regulation\_eng
11. 1.4.4 Council of Professors Regulation\_eng
12. 1.5 UT Code of Ethics\_eng
13. 1.6.1 Approval of the annual budget by the Academic Senate\_eng
14. 1.8 Quality Assurance Regulation\_eng
15. 1.8.1 Quality Assurance Manual\_eng
16. 1.10 Annual report on FNS teaching and research activity\_eng
17. 1.12 UT Development Strategy\_eng
18. 1.18 Labour Market Research\_eng
19. 1.19 List of Academic Senate meetings, 2017-2018\_eng
20. 1.19.1 List of Rectorate meetings, 2017-2018\_eng
21. 1.22 Minutes for a Senate meeting\_eng
22. 1.22.1 Minutes for a Rectorate meeting\_eng
23. 1.23 UT annual report 2016-2017\_eng
24. 1.25 Minutes for a Dean Office meeting\_eng
25. 1.25.1 Minutes for a Department meeting\_eng
26. 1.28 List of Erasmus+ agreements\_eng
27. 1.29 Agreement\_Staffordshire University\_eng
28. 1.30 Agreement\_University of Political Studies and Public Administration, Bucharest, Romania\_eng
29. 1.35 UT Organization structure\_eng
30. 1.39 Decision of the Academic Senate on the opening of a Joint Program\_eng
31. 1.40 Decision of the Academic Senate on the opening of a Master Program\_eng
32. 1.42 UT action plan on recommendation
33. 1.42 UT action plan on recommendation\_eng
34. 2.1 Academic staff performance assessment manual\_eng
35. 2.6 Procedure of part-time academic staff recruitment\_eng
36. 2.8 Employment contracts for academic\_non-academic\_administrative staff\_eng
37. 2.10 Report on budget 2018\_eng
38. 2.14.1 Regulation of Informatics System\_eng
39. 2.17 Pictures of reconstructed facilities during the last 5 years
40. 2.17.1 Infrastructure standards
41. 2.18 Pictures of labs – Faculty of Natural Sciences
42. 2.19 Pictures of labs – other faculties – UT
43. 2.20 Pictures of UT libraries

44. 2.21 Pictures of Archive Offices
45. 2.25 Informatics system RASH\_UT\_eng
46. 2.26 UT plan on Informatics System\_eng
47. 2.27 UT financial regulation\_eng
48. 2.27 UT financial regulation\_eng
49. 2.30 Promotion model for obtaining the title Professor\_eng
50. 3.1 List of study programmes - UT
51. 3.3.1 Bachelor program on Economics\_syllabus\_eng
52. 3.3.6 Model of study programme in Faculty of Foreign Languages, Gjuhe angeze\_eng
53. 3.3.6 Model of study programme in Faculty of Foreign Languages, Master i Shkencave\_eng
54. 3.3.6 Model of study programme in Faculty of Foreign Languages\_cikli i III\_eng
55. 3.10 Diploma supplement\_eng
56. 3.11 Agreement with Ferrara University – Department of Physics, Master of Science (double degree) eng
57. 3.12 Professional Master in Health Management (FEUT-UMT)) eng
58. 3.15 Partnership agreement between Salzburg University, the UT and eight other partner universities on Joint Master in European Political Science [euroPS]\_eng
59. 3.15.3 Professionals experts engaged in teaching) eng
60. 3.16 Joint diploma\_eng
61. 3.28.3 Selection form model – students
62. 4.1 Decision of the Academic Senate on curricula\_study programs modifications\_updates\_eng
63. 4.10.2 Plagiarism tool
64. 4.11 Final Conference\_Proceedings\_Book\_eng
65. 4.15.4 Selection procedure for academic staff mobility\_eng
66. 4.16 UT scientific research plan\_eng
67. 4.22.1 Academic conferences\_eng
68. 4.22.2 Academic conferences\_Faculty of Law\_eng
69. 4.22.3 Academic conferences\_Faculty of Economics\_eng
70. 5.1.1 Decision on admission quotas for Diaspora and students from vulnerable groups\_eng
71. 5.11.1 Tution fees for vulnerable groups
72. 5.24 Internship notification
73. 5.25 LRG\_FoE\_Final\_Report\_eng
74. 5.27.1 University access to EBSCOHOST and Sage
75. 1.1 UT Statute\_updated\_2016
76. 1.1.1 New (draft) Statute
77. 1.1.2 Decision of the Academic Senate & Consultation of statute
78. 1.2 UT Regulation updated\_2016
79. 1.2.1 Rectorate Regulation
80. 1.3 Election Regulation 2016
81. 1.3.1 UT's Documents consultation
82. 1.4 Faculty of Economics, Regulation
83. 1.4.2 Faculty of Social Sciences, Regulation
84. 1.4.4 Council of Professors Regulation
85. 1.5 UT Code of Ethics
86. 1.6 Procedure on the set-up of the Administration Board
87. 1.6.1 Approval of the annual budget by the Academic Senate
88. 1.7 Students request for Academic Senate
89. 1.8 Quality Assurance Regulation

90. 1.8.1 Quality Assurance Manual
91. 1.8.1.1 Quality Assurance Toolkit
92. 1.10 Annual report on FNS teaching and research activity
93. 1.11 Annual report of FSS teaching and research activity
94. 1.12 UT Development Strategy
95. 1.12.1 Formal approval by Academic Senate of Development Strategy
96. 1.14 Formal accompanying note to Board of Administration
97. 1.15 UT Organogram
98. 1.16 Formal sabbatical leave approval
99. 1.16.1 Formal sabbatical leave approval2
100. 1.17 Establishment of Internal Quality Assurance Unit
101. 1.18 Market research
102. 1.20 List of Academic Senate decisions, 2017-2018
103. 1.20.1 List of Rectorate decisions, 2017-2018
104. 1.22 Minutes for a Senate meeting
105. 1.22.1 Minutes for a Rectorate meeting
106. 1.23 UT annual report 2016-2017
107. 1.24 Senate Decision on the annual report approval
108. 1.25 Minutes for a Dean Office meeting
109. 1.25.1 Minutes for a Department meeting
110. 1.26 Agreement with AADF program
111. 1.28 List of Erasmus+ agreements
112. 1.31 Decision of the Academic Senate On approval of the UT scientific research plan (2018-2022)
113. 1.32 Decision of the Academic Senate On set-up of the working group for the University of Tirana strategic development plan
114. 1.34 Faculty of History and Philology, final self-evaluation report 2017
115. 1.35 UT general structure
116. 1.36 Employment statistics
117. 1.37 List of cooperation agreements
118. 1.38 List of networks
119. 1.39 Decision of the Academic Senate on the opening of a Joint Program
120. 1.40 Decision of the Academic Senate on the opening of a Master Program
121. 1.41 Cooperation Agreement with Council of Minister
122. 1.41.1 Cooperation Agreement with the Albanian Parliament
123. 2.1 Academic staff performance assessment manual
124. 2.1.1 Full procedure for the academic staff recruitment
125. 2.1.2 Academic staff evaluation form
126. 2.2 Recruited academic staff, educated in foreign universities
127. 2.3 Agreement on preserving job position for academic staff that carries out public functions
128. 2.3.1 Academic staff support - special cases
129. 2.4 Mobility of academic and non-academic staff for abroad training
130. 2.5 Job vacancy notice
131. 2.6 Procedure of part-time academic staff recruitment
132. 2.7 Data on academic and administrative staff
133. 2.8 Employment contracts for academic and non-academic administrative staff
134. 2.9 Rector Decision On approval in principle of 2018 UT draft budget
135. 2.10 Relacioni buxheti 2018
136. 2.11 Teaching infrastructure and facilities
137. 2.12 Board of Administration Decision on 2018 budget

- 138. 2.13 Notice by email; Approval of UT budget, 2018
- 139. 2.14 Informatics System Manual – Students
- 140. 2.14.1 Regulation of Informatics System
- 141. 2.15 Data on UT infrastructure and facilities
- 142. 2.15.1 Development construction permit for additional facilities
- 143. 2.16 Request approval for training
- 144. 2.21.1 Archive file request form
- 145. 2.22 Service contract for digitalization of archive files – Faculty of Economics
- 146. 2.22.1 Archive software
- 147. 2.23 Providing of statistic data report to MoESY
- 148. 2.23.1 Communication with MoESY on statistical report
- 149. 2.24 Pictures of grades manual register
- 150. 2.25 Informatics system RASH - UT
- 151. 2.26 UT plan on Informatics System
- 152. 2.27 UT financial regulation
- 153. 2.27.1 Reporting form on investments
- 154. 2.27.2 Report on budget spending
- 155. 2.27.1 Reporting form on investments
- 156. 2.27.2 Report on budget spending
- 157. 2.28 Services fee
- 158. 2.29 Annual audit plan
- 159. 2.30.1 Practice of approval of formal commission for granting the title Professor
- 160. 2.31 Inventory of UT properties
- 161. 2.31.1 Detailed report on infrastructure and facilities
- 162. 3.2 UNITIR brochure
- 163. 3.2.1 Student’s Guide, Faculty of Economics
- 164. 3.2.2 Student’s Guide, Faculty of History and Philology
- 165. 3.2.3 Faculty of Social Sciences brochure
- 166. 3.3 Bachelor program on Social Policy and Administration
- 167. 3.3.1 Bachelor program on Economics
- 168. 3.3.1.1 Master of Science program – Faculty of Economics
- 169. 3.3.1.2 Professional master program – Faculty of Economics
- 170. 3.3.1.3 PhD program – Faculty of Economics
- 171. 3.3.2 Master of Science program – Faculty of Law
- 172. 3.3.2.1 PhD program – Faculty of Law
- 173. 3.3.3 Model of study programme in Faculty of Natyral Science
- 174. 3.3.4 Model of study programme in Faculty of Social Sciences\_second cycle
- 175. 3.3.4 Model of study programme in Faculty of Social Sciences\_third cycle
- 176. 3.3.7 Model of curricula – Faculty of Social Sciences
- 177. 3.3.7.1 Decision of Faculty Council on programs modifications and updates
- 178. 3.4.1 Information for high school students
- 179. 3.4.2 Correspondence with MoESY on high school curricula
- 180. 3.5 Admission criteria \_UT (2018-2019)
- 181. 3.5.1 Student Admission Quotas 2017-2018 - UT\_(Bachelor studies)
- 182. 3.5.2 Student Admission Quotas 2017-2018 – UT (Master studies)
- 183. 3.5.3 Admission criteria\_Master\_2017-2018\_Faculty of Economics
- 184. 3.6 Summer\_winter schools
- 185. 3.6.1 Certificate
- 186. 3.6.2 Certificate 2
- 187. 3.6.3 Certificate 3
- 188. 3.6.4 List of students obtaining certificates

- 189. 3.6.5 Certificate 4
- 190. 3.7 Professional Master - Timetable
- 191. 3.8 Trainings
- 192. 3.8.1 Training modules accredited by MoESY
- 193. 3.9 Foreign language to be admitted in Master programs
- 194. 3.9.1 Formal guidance – Foreign languages test requirements
- 195. 3.9.2 Decision of AS\_Level of foreign language
- 196. 3.13 Professional Master in Social Institution Administration in the Judiciary System cooperation of FSS and FL
- 197. 3.14 Professional Master in Social Institution Administration in the Judiciary System cooperation of FSS and FL
- 198. 3.17 UT academic capacities
- 199. 3.17.1 Academic staff data – research oriented
- 200. 3.17.2 Financial of research oriented – academic staff
- 201. 3.17.2.1 Guidance No.20 – MoESY- Legal frame on the teaching load of research oriented – academic staff
- 202. 3.18 Annual act-agreements – academic staff
- 203. 3.19 Model of teaching load planning
- 204. 3.19.1 Teaching load form
- 205. 3.19.2 Additional teaching load payment by UT budget
- 206. 3.20 Procedure of transfer studies (model FSS)
- 207. 3.20.1 Procedure of equivalent ECTS
- 208. 3.20.2 Procedure of transfer studies (model FE)
- 209. 3.21 Degrees and academic titles in University of Tirana
- 210. 3.22 Employment - Career Offices
- 211. 3.23 List of Professional interships MSHE MPSEE
- 212. 3.24 Diploma model
- 213. 3.24.1 Diploma supplement
- 214. 3.25 Internshippractice toolkit-forms - Specialised Pedagogy 2016
- 215. 3.25.1 Internship practice report
- 216. 3.25.2 Physic laboratory practice working plan
- 217. 3.25.3 Internshippractice manual Department of Social Work
- 218. 3.26 MSc thesis Guide – Faculty of Social Sciences
- 219. 3.27 Programme regulation \_MSc\_Geography
- 220. 3.27.1 Master Programme regulation -\_Faculty of Economics
- 221. 3.28 Students mobility data – 2016-2017
- 222. 3.28.1 Students mobility data – 2017-2018
- 223. 3.28.2 Foreign students mobility data 2016-2018
- 224. 4.1. Decision of the Academic Senate on curricula\_study programs modifications\_updates
- 225. 4.1.1 Procedure on curricula study programs modifications\_updates
- 226. 4.2. Model of teaching load distribution at Faculty of Economics
- 227. 4.2.1 Model of teaching load distribution at Faculty of Natural Sciences
- 228. 4.2.2 Model of teaching load distribution at Faculty of Social Sciences
- 229. 4.2.3 Model of teaching load distribution for module
- 230. 4.3 Academic structure
- 231. 4.3.1 Faculty of Natural Sciences academic structure
- 232. 4.3.2 Faculty of Law academic structure
- 233. 4.33 Research projects agreements
- 234. 4.4 Model -Annual report of Faculty of Natural Sciences
- 235. 4.4.1 Model -Annual report of Faculty of Social Sciences

- 236. 4.5 List of institutions – professional practices internships
- 237. 4.5.1 Agreement on professional practice - Faculty of Economics and Private Company
- 238. 4.5.2 Agreement on professional practice Faculty of Economics and Private Company2
- 239. 4.5.3 Agreement on professional practice Faculty of Economics and Private Company3
- 240. 4.5.4 Agreement on professional practice Faculty of Social Sciences
- 241. 4.6 Organisation of professional practices
- 242. 4.6.1 Model of professional practice distribution
- 243. 4.6.2 Guide for diploma thesis – Master of Science
- 244. 4.7 List of diploma supervisors tutors bachelor program
- 245. 4.7.1 List of diploma supervisorstutors professional master program
- 246. 4.7.2 List of diploma supervisorstutors master of science program
- 247. 4.8 Supervision of professional practices
- 248. 4.9 Bibliography list – 2016-2017 Faculty of Law
- 249. 4.10 Assessment Model - Syllabus FNS
- 250. 4.10.1 Informing students on exam results
- 251. 4.10.3 Pictures of plagiarism tool
- 252. 4.12 Assessment of modules & lecturers by the students
- 253. 4.13 Procedure on program studies modification update\_FSS
- 254. 4.14 Organisation of department in teaching research teams\_\_FGJL
- 255. 4.15 Academic staff mobility
- 256. 4.15.1 Academic staff mobility 2016-2017
- 257. 4.15.2 Academic staff mobility 2017-2018
- 258. 4.15.3 Academic staff mobility (foreign academic staff) 2016-2018
- 259. 4.16 UT scientific research plan
- 260. 4.17 Department Report\_Research performance
- 261. 4.18 Application model) research funding projects
- 262. 4.18.1 Application model\_research funding projects2
- 263. 4.19 Project writing\_capacity building training
- 264. 4.20 Training on research database applications
- 265. 4.21 Research calls research dissemination
- 266. 4.22 Academic Conferences 2017-2018
- 267. 4.22.4 Academic conferences\_Faculty of Social Sciences
- 268. 4.23 Evidence on scientific debate
- 269. 4.24 Decision of the Academic Senate on Research Strategy
- 270. 4.26 Bilateral projects\_AKSHI
- 271. 4.27 Bulletin of Faculty of Natural Sciences
- 272. 4.27.1 Bulletin of Faculty of Natural Sciences
- 273. 4.27.2 The Journal of Law Studies\_Faculty of Law
- 274. 4.28 Foreign lecturers engaged in the teaching process in UT
- 275. 4.29 Student Conference
- 276. 4.30 Reporting model of research performance
- 277. 4.31 Cooperation Agreement in Astrophysics
- 278. 4.32 Training on Erasmus projects
- 279. 5.1 Correspondence with MoESY on high school graduates information
- 280. 5.1.1 Decision on admission quotas for Diaspora and students from vulnerable groups
- 281. 5.2 Student services & activities
- 282. 5.2.1 Time schedule for student services
- 283. 5.2.2 Students activities
- 284. 5.3 G suite on education
- 285. 5.4 Student contacts
- 286. 5.5 Department meeting, student coordinators

- 287. 5.6 Career Centres
- 288. 5.7 Admission quotas for students coming from Diaspora and vulnerable groups
- 289. 5.8 Scholarships Announcement 2017-2018
- 290. 5.9 Senate\_on\_rules\_for\_fees
- 291. 5.10 Bibliography – list of books -July-2016-July-2017 Faculty of Law
- 292. 5.11 Decision on study transfer for special groups
- 293. 5.11.1 Tuition fees for vulnerable groups
- 294. 5.12 Training to assist students
- 295. 5.13 The schedule of office hours
- 296. 5.15 Alumni
- 297. 5.16 Career Fair
- 298. 5.16.1 Career Fair2
- 299. 5.17 Student conference
- 300. 5.18 Work & Study Fair
- 301. 5.19 Senate\_on\_rules\_of\_fee\_for\_students repeating a year
- 302. 5.20 Geography Department-expeditions
- 303. 5.21 Albanian language courses
- 304. 5.22 Summer school
- 305. 5.23 Evidences by Carrier Centers
- 306. 5.26 Sport activities
- 307. 5.27 University access to EBSCOHOST and Sage
- 308. 5.28 Support for students activities
- 309. 5.29 Information on Alumni
- 310. 1.19.1 List of Rectorate meetings, 2017-2018
- 311. 5.14 Model of library funding \_ scientific work 2017

## List 2

The following documents are listed on pages 54 to 60 of the self-evaluation report under the heading *List of the UT Supporting Evidences*. These documents are referred to in the report as, **SER doc 1.1, SER doc 1.2**, etc.

### Area 1. Organisation and management

- 1.1 UT Statute update 2016
  - 1.1.1 New (draft) Statute
  - 1.1.2. Decision of the Academic Senate & Consultation of statute
- 1.2. UT Regulation update
  - 1.2.1 Rectorate Regulation
- 1.3 Election Regulation 2016
  - 1.3.1 UT's Documents consultation
- 1.4 Faculty of Economics, Regulation
  - 1.4.2 Faculty of Social Sciences, Regulation
  - 1.4.4 Council of Professors Regulation
- 1.5 UT Code of Ethics
- 1.6 Procedure on the set-up of the Administration Board
  - 1.6.1 Approval of the annual budget by the Academic Senate
- 1.7 Students request for Academic Senate
- 1.8 Quality Assurance Regulation
  - 1.8.1 Quality Assurance Manual
    - 1.8.1.1 Quality Assurance Toolkit
- 1.10 Annual report on FNS teaching and research activity
- 1.11 Annual report of FSS teaching and research activity



- 1.12 UT Development Strategy
- 1.12.1 Senate decision on Strategic Plan proposal
- 1.13 Formal approval by Academic Senate of Development Strategy
- 1.14 Correspondence of Academic Senate and Board of Administration on strategic plan
- 1.15 UT Organogram
- 1.16 Formal sabbatical leave approval
- 1.16.1 Formal sabbatical leave approval/2
- 1.17 Establishment of Internal Quality Assurance Unit
- 1.18 Market research
- 1.19 List of Academic Senate meetings, 2017-2018
- 1.19.1 List of Rectorate meetings, 2017-2018
- 1.20 List of Academic Senate decisions, 2017-2018
- 1.20.1 List of Rectorate decisions, 2017-2018
- 1.22 Minutes for a Senate meeting
- 1.22.1 Minutes for a Rectorate meeting
- 1.23 UT annual report 2016-2017
- 1.24 Senate Decision on the annual report approval
- 1.25 Minutes for a Dean Office meeting
- 1.25.1 Minutes for a Department meeting
- 1.26 Agreement with AADF program
- 1.28 List of Erasmus+ agreements
- 1.29 Agreement with Staffordshire University
- 1.30 Agreement with University of Political Studies and Public Administration, Bucharest, Romania
- 1.31 Decision of the Academic Senate On approval of the UT scientific research plan (2018-2022)
- 1.32 Decision of the Academic Senate On set-up of the working group for the University of Tirana strategic development plan
- 1.34 Faculty of History and Philology, final self-evaluation report 2017
- 1.35. UT Organization structure
- 1.36 Employment statistics
- 1.37 List of cooperation agreements
- 1.38 List of networks
- 1.39 Decision of the Academic Senate on the opening of a Joint Program
- 1.40 Decision of the Academic Senate on the opening of a Master Program
- 1.41 Cooperation Agreement with Council of Minister
- 1.41.1 Cooperation Agreement with the Albanian Parliament
- 1.42 UT action plan on recommendation

## **Area 2. Resources**

- 2.1 Academic staff performance assessment manual
- 2.1.1 Full procedure for the academic staff recruitment
- 2.1.2 Academic staff evaluation form
- 2.2 Recruited academic staff, educated in foreign universities
- 2.3. Agreement on preserving job position for academic staff that carries out public functions
- 2.3.1 Academic staff support - special cases
- 2.4 Mobility of academic and non-academic staff for abroad training
- 2.5 Job vacancy notice
- 2.6 Procedure of part-time academic staff recruitment
- 2.7 Data on academic and administrative staff

- 2.8 Employment contracts for academic/non-academic/administrative staff
- 2.9 Rectorate Decision On approval in principle of UT draft budget 2018
- 2.10 Report on budget 2018
- 2.11 Teaching infrastructure and facilities
- 2.12 Board of Administration Decision on 2018 budget
- 2.13 Notice by email; Approval of UT budget, 2018
- 2.14 Informatics System Manual – Students
- 2.14.1 Regulation of Informatics System
- 2.15 Data on UT infrastructure and facilities
- 2.15.1. Development/construction permit for additional facilities
- 2.16 Request approval for training
- 2.17 Pictures of reconstructed facilities during the last 5 years
- 2.17.1 Infrastructure standards
- 2.18 Pictures of labs – Faculty of Natural Sciences
- 2.19 Pictures of labs – other faculties – UT
- 2.20 Pictures of UT libraries
- 2.21 Pictures of Archive Offices
- 2.21.1 Archive file request form
- 2.22 Service contract for digitalization of archive files – Faculty of Economics
- 2.22.1 Archive software
- 2.23 Providing of statistic data report to MoESY
- 2.23.1 Communication with MoESY on statistical report
- 2.24 Pictures of grades manual register
- 2.25 Informatics system RASH - UT
- 2.26 UT plan on Informatics System
- 2.27 UT financial regulation
- 2.27.1 Reporting form on investments
- 2.27.2 Report on budget spending
- 2.28 Services fee
- 2.29 Annual audit plan
- 2.30 Promotion model for obtaining the title Professor
- 2.30.1 Practice of approval of formal commission for granting the title Professor
- 2.31 Inventory of UT properties
- 2.31.1 Detailed report on infrastructure and facilities

### **Area 3. Curricula**

- 3.1 List of study programmes - UT
- 3.2 UNITIR brochure
- 3.2.1 Student's Guide, Faculty of Economics
- 3.2.2 Student's Guide, Faculty of History and Philology
- 3.2.3 Faculty of Social Sciences brochure
- 3.3 Bachelor program on Social Policy and Administration
- 3.3.1 Bachelor program on Economics
- 3.3.1.1 Master of Science program – Faculty of Economics
- 3.3.1.2 Professional master program – Faculty of Economics
- 3.3.1.3 PhD program – Faculty of Economics
- 3.3.2 Master of Science program – Faculty of Law
- 3.3.2.1 PhD program – Faculty of Law
- 3.3.3 Model of study programme in Faculty of Natural Sciences
- 3.3.4 Model of study programme in Faculty of Social Sciences
- 3.3.5 Model of study programme in Faculty of History and Philology

- 3.3.6. Model of study programme in Faculty of Foreign Languages
- 3.3.7 Model of curricula – Faculty of Social Sciences
- 3.3.7.1 Decision of Faculty Council on programs modifications and updates
- 3.4 Correspondence with MoESY on high school curricula
- 3.4.1 Participation in high school graduates information day - 2018
- 3.4.2 Correspondence with MoESY on information of high school graduates on UTprograms and admission criteria
- 3.5 Admission criteria \_UT (2018-2019)
- 3.5.1 Students' admission quotas 2017-2018\_ UT\_(Bachelor studies)
- 3.5.2 Students' admission quotas 2017-2018 – UT (Master studies)
- 3.5.3 Admission criteria\_Master\_2017-2018\_Faculty of Economics
- 3.6 Summer/winter schools
- 3.6.1 Certificate
- 3.6.2 Certificate 2
- 3.6.3 Certificate 3
- 3.6.4 List of students obtaining certificates
- 3.6.5 Certificate 4
- 3.7 Professional Master - Time schedule
- 3.8 Trainings
- 3.8.1 Training modules accredited by MoESY
- 3.9 Foreign language to be admitted in Master programs
- 3.9.1 Formal guidance – Foreign languages test requirements
- 3.9.2 Decision of Academic Senate on the level of foreign language
- 3.10 Diploma supplement
- 3.11 Agreement with Ferrara University – Department of Physics, Master of Science (double degree) eng
- 3.12 Professional Master in Health Management (FEUT-UMT) eng
- 3.13 Professional Master in Social Institution Administration in the Judiciary System cooperation of FSS and FL.
- 3.14 A joint agreement between UT and University of Strasburg on developing a Master program in Translation Studies
- 3.15 Partnership agreement between Salzburg University, the UT and eight other partner universities on Joint Master in European Political Science [euroPS]eng
- 3.15.3 Professionals/experts engaged in teaching
- 3.16 Joint diploma
- 3.17 UT academic capacities
- 3.17.1 Academic staff data – research oriented
- 3.17.2 Financial of research oriented – academic staff
- 3.17.2.1 Guidance No.20 – MoESY- Legal frame on the teaching load of research oriented – academic staff
- 3.18. Annual act-agreements – academic staff
- 3.19. Model of teaching load planning
- 3.19.1. Teaching load form
- 3.19.2. Additional teaching load payment by UT budget
- 3.20. Procedure of transfer studies (model FSS)
- 3.20.1. Procedure of equivalent ECTS
- 3.20.2 Procedure of transfer studies (model FE)
- 3.21. Degrees and academic titles in University of Tirana
- 3.22. Employment - Career Offices
- 3.23. List of professional internships
- 3.24. Diploma model

- 3.24.1. Diploma supplement
- 3.25 Internship/practice toolkit-forms - Specialised Pedagogy 2016
- 3.25.1 Internship/practice report
- 3.25.2 Physic laboratory practice working plan
- 3.25.3. Internship/practice manual Department of Social Work
- 3.26. MSc thesis Guide – Faculty of Social Sciences
- 3.27. Programme regulation \_MSc\_Geography
- 3.27.1. Master Programme regulation \_Faculty of Economics
- 3.28. Students mobility data – 2016-2017
- 3.28.1. Students mobility data – 2017-2018
- 3.28.2. Foreign students mobility data 2016-2018
- 3.28.3. Selection form/model – students

#### **Area 4. Teaching, learning, assessment and research**

- 4.1 Decision of the Academic Senate on curricula/study programs modifications/updates
- 4.1.1 Procedure on modification/updates on curricula/study programs
- 4.2 Model of teaching load distribution at Faculty of Economics
- 4.2.1 Model of teaching load distribution at Faculty of Natural Sciences
- 4.2.2. Model of teaching load distribution at Faculty of Social Sciences
- 4.2.3. Model of teaching load distribution for module
- 4.3 Academic structure
- 4.3.1 Faculty of Natural Sciences academic structure
- 4.3.2 Faculty of Law academic structure
- 4.4 Model -Annual report of Faculty of Natural Sciences
- 4.4.1 Model -Annual report of Faculty of Social Sciences
- 4.5 List of institutions – professional practices/internships
- 4.5.1 Agreement on professional practice - Faculty of Economics and Private Company
- 4.5.2 Agreement on professional practice - Faculty of Economics and Private Company/2
- 4.5.3 Agreement on professional practice- Faculty of Economics and Private Company/3
- 4.5.4 Agreement on professional practice – Faculty of Social Sciences
- 4.6 Organisation of professional practices
- 4.6.1 Model of professional practice distribution
- 4.6.2 Guide for diploma thesis – Master of Science
- 4.7 List of diploma supervisors/tutors – bachelor program
- 4.7.1 List of diploma supervisors/tutors – professional master program
- 4.7.2 List of diploma supervisors/tutors – master of science program
- 4.8 Supervision of professional practices
- 4.9 Bibliography list – 2016-2017 - Faculty of Law
- 4.10 Assessment Model - Syllabus FNS
- 4.10.1 Informing students on exam results
- 4.10.2 Plagiarism tool
- 4.10.3 Pictures of plagiarism tool
- 4.11 Conference – Book of Proceedings
- 4.12 Assessment of modules & lecturers by the students
- 4.13 Proposal by the department on program modification/update
- 4.14 Organisation of department in teaching/research teams - Faculty of Foreign Languages
- 4.15 Academic staff mobility
- 4.15.1 Academic staff mobility 2016-2017
- 4.15.2 Academic staff mobility 2017-2018
- 4.15.3 Academic staff mobility (foreign academic staff) 2016-2018

- 4.15.4 Selection procedure for academic staff mobility
- 4.16 UT scientific research plan
- 4.17 Department Report – Research performance
- 4.18 Application model – research funding projects
- 4.18.1 Application model – research funding projects/2
- 4.19 Project writing – capacity building training
- 4.20 Training on research database applications
- 4.21 Research calls / research dissemination
- 4.22 Academic Conferences 2017-2018
- 4.22.1 Academic conferences – English
- 4.22.2 Academic conferences – Faculty of Law
- 4.22.3 Academic conferences – Faculty of Economics
- 4.22.4 Academic conferences – Faculty of Social Sciences
- 4.23 Evidence on scientific debate
- 4.24 Decision of the Academic Senate on Research Strategy
- 4.26 Bilateral projects\_ - AKSHI
- 4.27 Bulletin of Faculty of Natural Sciences
- 4.27.1 The political Journal –Faculty of Social Sciences
- 4.27.2 The Journal of Law Studies – Faculty of Law
- 4.28. Foreign lecturers engaged in the teaching process in UT
- 4.29 Student Conference
- 4.30 Reporting model of research performance
- 4.31 Cooperation Agreement in Astrophysics
- 4.32 Training on Erasmus projects
- 4.33 Research projects agreements

#### **Area 5. Students and their support**

- 5.1 Correspondence with MoESY on high school graduates information
- 5.1.1 Decision on admission quotas for Diaspora and students from vulnerable groups
- 5.2 Student services & activities
- 5.2.1 Time schedule for student services
- 5.2.2 Students activities
- 5.3 G suite on education
- 5.4 Student contacts
- 5.5 Department meeting, student coordinators
- 5.6 Career Centres
- 5.7 Admission quotas for students coming from Diaspora and vulnerable groups
- 5.8 Scholarships Announcement
- 5.9 Senate\_on\_rules\_for\_fees
- 5. 10 Bibliography – list of books -July-2016-July-2017 Faculty of Law
- 5. 11 Decision on study transfer for special groups
- 5.11.1 Tuition fees for vulnerable groups
- 5.12 Training to assist students
- 5.13 The schedule of office hours
- 5.14 Model of library funding \_ scientific work 2017
- 5. 15 Alumni
- 5. 16 Career Fair
- 5. 16.1 Career Fair/2
- 5.17 Student conference
- 5.18 Work & Study Fair
- 5.19 Senate\_on\_rules\_of\_fee\_for\_students repeating a year

- 5.20 Geography Department-expeditions
- 5. 21 Albanian language courses
- 5.22 Summer school
- 5.23 Evidences by Career Centres
- 5.24 Internship notification
- 5.25 LRG\_FoE\_Final\_Report
- 5.26 Sport activities
- 5.27 University access to EBSCOHOST and Sage
- 5.27.1 University access to EBSCOHOST and Sage
- 5.28 Support for students activities
- 5.29 Information on Alumni

### List 3

The documents in this list were submitted by the institution following a request from the review team for clarification of the original supporting documents and appear on the ASCAL management site under the desk-based evaluation phase of the process. These documents are referred to in the report as **AE1**, **AE2**, etc.

- AE 1 Mission and vision in existing and the new draft Statute
- AE 2.1 Members of SA, BA, BE and IQAU
- AE 2.2 The name and appointment of Adm Board and Bo of ethics
- AE 3 List of documents for point 3
- AE 3.1 Copies of agenda of all meetings held from Academic Senate
- AE 3.2 Copies of all Academic Senate minutes
- AE 3.3 Copies of agenda of all meetings held from Administration Board
- AE 3.4 Copies of minutes of all meetings held from Administration Board
- AE 3.4.1 Additional copies of minutes Board of Administration
- AE 6.1 Support Benefit from Europena and other funding
- AE 6.2 Jean-Monnet selected projects for Albania institutions
- AE 7.1.1 FSHN Scientic Annual report 2016-17
- AE 7.2 FGJH Annual Report 2016-2017
- AE 7.3 FSHS Annual Report FINAL
- AE 7.4 Law Faculty Annual Report
- AE 7.5 FEUT Annual Report 2016-2017
- AE 8 A copy of the 2017-2018 institution report final
- AE 9 Copy of findings and recommendation market research
- AE 10 Name and appointment of all staff involved in Market research
- AE 11.1 List of current students involved in market research
- AE 11.2 List of alumni students involved in the market research
- AE 12.1 List of project funded by EU\_UT as partner institution
- AE 12.2 Examples of projects from each Faculty
- AE 13.1 FEUT Department decition for updating module syllabi
- AE 13.2 FNS Department Decision for updating module syllabi
- AE 13.3 FNS Departament decision for updating module syllabi
- AE. 3.2.1 Copies of all Academic Senate minutes
- AE.3.4.2 Additional copies of minutes Board of Administration
- AE 7.6 Fhf Annual Report 2016-2017
- AE 7.1.2 FSHN Scientic Annual report 2016-17
- AE 3.3 Copies of all Academic Senate minutes

#### **List 4**

The documents in this list were submitted by the institution following a request from the review team during the review visit and appear on the ASCAL management site under the review visit phase of the process. These documents are referred to in the report as B1, B2, etc.

#### **Meetings held during the visit**

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

##### **Day 1 : Monday 10 September 2018**

08:45 – 09:00	Meeting 1: Review team meet with the Institutional Coordinator.
09:00 - 09:30	Meeting 2: Review team meet with the Rector.
09:45 - 10:45	Meeting 3: Review team meet with a sample of first-cycle students.
11:15 - 12:15	Meeting 4: Review team meet with a sample of second-cycle students.
12:30 - 13:15	Meeting 5: Review team meet with a sample of third-cycle students.
14:15 – 15:30	Meeting 6: Review team meet with a sample of teaching staff.
16:00 – 17:00	Meeting 7: Review team meet with a sample of support staff.
17:15 – 17:45	Meeting 8: Review team meet with the Internal Quality Assurance Unit.

##### **Day 2 : Tuesday 11 September 2018**

09:00 – 09:15	Meeting 9: Review team meet with the Institutional Coordinator.
09:15 – 10:15	Meeting 10: Review team meet with representatives from Faculty Careers Centres and business representatives.
10:30 – 11:30	Meeting 11: Review team meet with senior managers.
11:45 – 12:45	Meeting 12: Review team meet with the Self-evaluation team.
13:00 – 13:15	Meeting 13: Review team meet with the Institutional Coordinator.
13:15 - 13:30	Meeting 14: Review team meet with Rector.