Institutional Review of Higher Education Institutions in Albania

Report of Aldent University
July 2017

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About this review

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

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

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

The review team referred to the APAAL Handbook 2016-17, the University's self-evaluative report (SER), a range of pertinent documents in the evidence base, the further requested evidence and meetings held with various staff, students and stakeholders.

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

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

As part of the report writing process, QAA has provided expert support to the review team by ensuring that the review 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 Aldent University was licensed in 2003 as a vocational school delivering a two-year programme for dental laboratory technicians. It underwent a number of developments before earning university status in 2013.The University offers study programmes in all three cycles in line with its strategy and mission. It now has some 1,250 students who study bachelor's programmes in dental laboratory techniques, physiotherapy, general nursing and medical laboratory techniques and master of science programmes in physiotherapy, dentistry and pharmacy and a long-term specialisation programme in dentistry focusing on orthodontics and oral surgery. All programmes are full-time and are taught in Albanian. With the exception of the newly opened programmes in the Master of Science in Physiotherapy and the bachelor's programme in medical laboratory techniques, all programmes are accredited by APAAL.

At the time of this review the University comprised a Faculty of Medical Sciences containing departments of Pharmacy and of Nursing and Physiotherapy and a Faculty of Dental Sciences, containing departments of Dentistry and Dental Technicians. In addition, there are two research units: the Formation and Clinical Service Centre and the Pharmacotherapeutic Research Centre. The University has 51 full-time and 73 part-time academic staff. There are 28 laboratories and two libraries.

Summary report

Operating since 2003, Aldent University (the University) is a private vocational institution situated in Tirana city centre, initially delivering a two-year programme for dental laboratory technicians. It underwent a number of developments before earning university status in 2013.

The University now offers study programmes in all three cycles in line with its strategy and mission. It has 1,250 students who study bachelor's programmes in dental laboratory techniques, physiotherapy, general nursing and medical laboratory techniques and Master of Science programmes in physiotherapy, dentistry and pharmacy, and a long-term specialisation programme in dentistry focusing on orthodontics and oral surgery. All programmes are full-time and are taught in Albanian. The University comprises a Faculty of Medical Sciences containing departments of Pharmacy and of Nursing and Physiotherapy, and a Faculty of Dental Sciences containing departments of Dentistry and Dental Technicians. In addition, there are two research units, the Formation and Clinical Service Centre and the Pharmacotherapeutic Research Centre. The University has 51 full-time and 73 part-time academic staff. There are 28 laboratories and two libraries.

A self-evaluation report was developed by a team at the University; it included a range of staff and a student representative. Drafts were circulated to a wider audience within the University before being finalised and approved by the Rector.

The visit took place over two days on the 3 and 4 July 2017. 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 Public Accreditation Agency for Higher Education (APAAL). The review team received a self-evaluation report and a portfolio of supporting evidence eight weeks in advance of the review visit, later supplemented by additional documentation requested. A wide range of supporting information provided by the University enabled the team to familiarise themselves with the structure, policies, management procedures and nature of teaching and vocational activity undertaken. Evidence included the Statute of the University, academic regulations, annual reports, admission and orientation procedures, a list of external agreements, examples of programme information and evidence of deliberative meetings.

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

The Standards for the Organisation and its Management are fully met. In reaching this judgement, the review team recorded one feature of good practice; it did not identify any weaknesses nor affirm any actions already in progress. The University has an appropriate and effective governance structure that enables the institution to accomplish the mission, vision and objectives. The Academic Senate determines strategy and policy and coordinates the University's teaching and research activities and evaluates their effectiveness. The Student Council works with the University to provide student representatives for a number of committees who one of the members of the relevant committee supports in their role. It has a Strategic Plan that defines the University's goals as: increasing the quality of teaching; increasing its academic capacities; improving the infrastructure; encouraging scientific research by staff and students; and diversifying its financial resource.
The Rectorate and Senate monitor the University's progress towards its strategic objectives

and drafts action plans with deadlines and specific performance indicators for each part of the plan. The review team identify as good practice the University's systematic approach to following up the outcomes of external reports and tracking progress towards its strategic objectives. Since all of the University's study programmes relate to regulated professions, it also receives information from professional bodies. The University takes into account the domestic labour market in the medical sector when it develops new study programmes. For example, market research revealed a national shortage of specialists in the field of oral surgery and orthodontics. This led to the creation of a long-term programme in these dental specialisms. The University's strategy defines the priorities for collaboration and cooperation. There are agreements in place to provide internships for its students, with university hospital centres, private hospitals and non-academic institutions. The University's strategy includes obtaining funding from European programmes. Currently the University has applications for several international projects. The University supports the international mobility of academic personnel and students. It organises international conferences and provides financial support for academic staff and students who wish to participate in international activities. The review team acknowledge the inherent difficulties in student mobility for clinical programmes due to the requirement for complementary curricula, and recognises that the University has worked hard to align its curricula with European standards.

The Standards for Resourcing are fully met. In reaching this judgement, the review team did not record any features of good practice; it did not identify any weaknesses nor any actions already in progress. There is an open policy for staff recruitment and employment. Professional experience is a priority in the selection of academic staff, followed by reputation, experience and pedagogical skills, academic qualifications, and research record. The University particularly targets the recruitment of highly qualified academic staff who have earned their degrees and qualifications in international universities. The University assists and encourages academic staff in pursuing further professional qualifications, publications and scientific research by providing information, infrastructure, logistics and relevant contacts. It promotes a policy of assessing the skills and capabilities of its staff, based on the job descriptions for each post, as approved by the Academic Senate; the assessment criteria include teaching, administration and research. The annual budget is drafted in line with the priorities set by the University's development strategy. Departments may apply for additional funding to support medical supplies and materials, research projects, scientific conferences, publications or training events. The University's Information systems are coordinated in order to allow the exchange of information and analysis of data is used to inform decision making and to shape its strategic development.

The University has an online platform for institutional management and the system can be used to provide different types of report, such as summaries of student performance, attendance and progression. There is a student portal and learning management system that together give staff and students access to a range of information relevant to their programmes of study. The infrastructure of the University is suitable and sufficient for its educational purposes and research, administrative and social activities. However, the 2016-20 strategic plan identifies as one of its aims the construction of a modern university campus. This will provide sports facilities, which will address the current shortage of provision. The University provides a number of services according to the needs of the local community. These include the provision of free dentistry to vulnerable groups and the demand for these services has increased from year to year. The Student Council has been active in encouraging students to participate in a range of humanitarian initiatives.

The Standards for the Curriculum are fully met. In reaching this judgement, the review team did not record any features of good practice; it did not identify any weaknesses nor any actions already in progress. In line with its strategy, mission, and market requirements, the University offers study programmes in medical fields in all three study cycles in the context of the national development of health services and in line with relevant national and

international strategies, such as the Albanian Government National Health Strategy 2016-20. When proposing a new programme, staff construct a business plan based on institutional tradition, the strategic plan, the labour market, alumni feedback, institutional infrastructure and resources, and legal frameworks. The University has been successful in increasing the quality of its enrolled students. It has 28 laboratories and clinics equipped with contemporary equipment that support the development of professional skills and competencies and students report very high levels of satisfaction with these facilities. The University designs study programmes to facilitate student mobility at national and international levels as these are organised in line with the Bologna Process. Professional practice and diploma theses are developed in the University clinics and laboratories, and at other private and public institutions, such as the Trauma University Hospital and the American Hospital in Tirana. Currently, eight staff have overseas qualifications and this provides opportunities to develop international collaborations, such as the memorandum of agreement that has been signed with the University of Ferrara, but only three staff who responded to the staff survey have worked overseas in the past five years. There are opportunities for students to travel overseas for short periods of training, for example a two-day training in Italy in orthodontics and oral surgery and a two-day training in fixed prosthetics in Germany. In cooperation with the Student Council, cultural and educational activities such as the student conference, winter and summer schools and sports championships are organised. The University has contacts and cooperation agreements with international firms to facilitate students' employment and a high percentage of licenses are awarded to its graduates. As all regulated professions have legal obligation to undertake credit-bearing continuing education, ALU organises educational activities for staff, students and professionals in relevant medical fields.

The Standards for Teaching, Learning, Assessment and Research are substantially met. In reaching this judgement, the review team did not record any features of good practice nor any actions already in progress. However, the review team has made one recommendation for the University to consider as a means of further securing the quality and standard of its programmes and of enhancing further the learning experience of its students. Study programmes are based on the legal framework and in compliance with the academic plan, and responsibilities for their efficient organisation are set out in the institutional regulations. The programmes have practicals which are carried out either within the University or in other public or private organisations, such as the Trauma University Hospital and the American Hospital in Tirana and private pharmacies, in accordance with signed agreements. The University makes good use of interactive technologies to support the learning process. It makes a clear commitment to research activity within its strategic plan. Research is coordinated from the Pharmacotherapeutic Research Unit **[PRU]** based in the Faculty of Medical Sciences and the 'Formation and Clinical Service Centre' based in the Faculty of Dental Sciences, focuses on continuing education and clinical services. The University provides strong financial support for the purchase of laboratory equipment, materials for research and clinical services. The University encourages cooperation with other institutions such as the Academy of Science, University of Medicine in Tirana, and the University of Chieti in Italy. The University has good mutual cooperation with a range of businesses and professional associations. It organises a student scientific conference and publishes the 'Albanian Journal of Biomedical Sciences'. It is clear that the University is actively engaging in research, particularly in terms of publications and conference attendance, however, research is largely pursued by individuals with a lack of well-defined research priorities and groups and the review team considers this to be a weakness. It therefore recommends that the University identify synergies among research active staff to create a small number of clearly defined research groups that pursue clearly defined long term research objectives.

The Standards for Students and their Support are fully met. In reaching this judgement, the review team did not record any features of good practice; it did not identify any weaknesses nor any actions already in progress. Admission criteria are set out in the

University's Statute and these are agreed annually and ratified by the Academic Senate. The University monitors the grades of incoming students and aims to increase the quality of entrants. It currently has 41 foreign students from Kosovo, Macedonia, Serbia, Montenegro and Turkey. There is a formal policy for the orientation of students and detailed admissions and orientation is provided in the student book. Regulations are in place for the operation of the tutorial system and students spoke warmly about the support provided by their tutors. Some sports facilities are provided, but the University recognises in its strategic plan that the current space is insufficient and although sporting events are organised by the Student Council, students expressed the need for more opportunities to participate in team sports. It has two libraries containing texts in Albanian and foreign languages in medically related disciplines and students and staff have additional access to an extensive online medical library. Students are provided with support by library and information technology staff to develop their skills in information retrieval. The University uses a virtual learning environment, available as a mobile app, to facilitate communication between academic tutors and students and to signpost students to resources to support their learning and this is seen by students as being an important form of communication. The Student Council operates within a formal regulatory framework; student representatives are elected every two years and are responsible for providing input on academic matters such as teaching plans and policies and for student activities. The University provides financial support for festive, cultural and scientific activities such as a winter and summer school and scientific conferences. The career counselling office is responsible for supporting students and alumni into employment. The University has signed a number of agreements with local and international companies to support internships and has signed an agreement with a company to support nurses seeking employment in Germany.

In reaching these judgements, the review team has recorded one area of good practice that the University may wish to build on and disseminate across the Albanian higher education sector. The review team has made one recommendation for the University to consider as a means of further securing the quality and standards of its programmes and of enhancing further the learning experience of its students.

The University undertook the review in accordance with APAAL 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. The review team consisted of Ms Penny Renwick (Lead Reviewer), Prof. Anila Hoda and Prof. Jeremy Bradshaw (external reviewers).

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

Summary of findings

Good practice

The review team identified the following feature of good practice:

- the University's systematic approach to following up the outcomes of external reports and tracking progress towards its strategic objectives (paragraph 1.5; *Chapter III Standard I.5*).

Weaknesses

The review team identified the following weakness:

- research is pursued by individuals with a lack of well-defined research priorities and groups (paragraph 4.9; *Chapter II Standard I.5*).

Recommendations

The review team identified the following recommendation that that should be met within 12 months:

- take all necessary steps to enable and encourage staff to cooperate in the pursuit of clearly-defined institutional research priorities (paragraph 4.9; *Chapter II Standard I.5*).

Affirmation of action being taken

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

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 Aldent University the State Quality Standards are **fully met**.

Detailed report

Evaluation Area 1: The Organisation and its Management

1.1   The University is organised, composed and managed in accordance with the Law on Higher Education, its Statute and its Regulations. **[SER p.7; 1.1; 3.0]** There are two faculties, the Faculty of Medical Sciences and the Faculty of Dental Sciences. **[SER p.8; 1.3]** The organisational chart was approved by the Ministry of Education and Sport by Order No. 305 dated 24/07/2013. **[1.3]** The Academic Senate, Ethics Council, and Faculty Councils all operate in accordance with the statute and regulations of the institution. Each is audited periodically, to monitor its effectiveness and identify possible enhancements. **[SER p9; 29.0; 29.2]** There are plans to restructure the University into three faculties, with the addition of a Faculty of Technical Medical Sciences. These plans were recently approved by MES No.115 dated on 13 March 2017. **[1.4]** *[Chapter III Standard I.1]*

1.2   The University is organised in such a way as to ensure efficiency in management. The governance structure includes an Academic Senate, an Ethics Council, and Faculty Councils. **[1.1]** The Academic Senate is the highest decision-making collegial body, and is chaired by the Rector. It determines strategy and policy **[2.0]** and coordinates the University's teaching and research activities and evaluates their effectiveness. **[1.1]** The Ethics Council is a permanent structure of the University that discusses and makes proposals to the Rector on issues related to the ethics of university life. **[1.1 art 7; 6.0]** The Rectorate is the executive council of the University. **[SER p.9]** The Student Council works with the University to provide student representatives for a number of committees, including Academic Senate. **[1.1; EA1.1; M2; M3; M4]** Student representatives to institutional committees are supported in the role by one of the members of the relevant committee. **[M3]** Faculty Councils comprise the Dean, the Heads of Departments, professors, associate professors and holders of doctorates, and include a student representative. **[SER p.9; 1.1]** *[Chapter III Standard I.2]*

1.3   The University encourages constructive debate among its staff and students. Academic Senate meets regularly and provides a forum for academic debate. The agenda for each meeting is prepared by the Rector's office, and is circulated to all members in advance of the meeting. The discussion is inclusive, open, and constructive. **[4.0; 4.1; 4.2; M3]**. The University values students' opinions and responds to their feedback. **[M1; M2]** The Rector and the Deans are responsible for monitoring the implementation of decisions made by the Academic Senate. **[4.1]** There is also constructive debate in the other governance bodies such as the Council of Ethics, Faculty Council and the Scientific Council. **[9]** *[Chapter III Standard I.3]*

1.4   The Rector establishes audit groups as required to audit the University's academic and administrative activity. The resulting report is presented to the Rector. The audit group is independent and helps to ensure that the constituent structures of the University exercise their competencies in accordance with the autonomy they enjoy under the Statute. **[29.0; 29.2; 29.2.1; 37.3]** The University has established an Internal Quality Assurance Unit (IQAU), in accordance with the legal framework on higher education. This independent unit is responsible for evaluating and producing reports on the quality and efficiency of the University's teaching, research and administrative activities. **[SER p.10; 7.0; 7.1; 7.2; M2; M3]** *[Chapter III Standard I.4]*

1.5   The University's Strategic Plan was drafted following discussions with the authorities and governing bodies, and consultations with academic and administrative staff and students. It states the University's goals as: increasing the quality of teaching; increasing its academic capacities; improving the infrastructure; encouraging scientific research by staff and students; and diversifying its financial resource. **[SER p.10-11; 2.0;**

2.1.1] The Rectorate and Senate monitor the University's progress towards its strategic objectives, drafts action plans with deadlines and specific performance indicators for each part of the plan, and identifies a staff member with responsibility for each strand of work. It uses the same approach to respond to feedback from the annual report to the Ministry of Education and Sport (MES), and external reports arising from accreditation. In each case, it identifies actions, assigns responsibilities and deadlines, and tracks and reports on progress **[M3; FE1; EA1-3]**. The review team identify as **good practice** the University's systematic approach to following up the outcomes of external reports and tracking progress towards its strategic objectives in alignment with the European Standards and Guidelines standard 1.1 'Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders'. *[Chapter III Standard I.5]*

1.6   Annual reports to the MES provide an analysis of the performance of the University and record the academic and administrative activities of the previous academic year. The report is based on internal reports from each of the University's units. The IQAU supports drafting of the units' reports, supplying relevant data and other material. Draft reports are discussed by Faculty Councils. Each Dean then submits their reports to the Rectorate, to inform the institutional report, which is then submitted for approval to Academic Senate. **[SER p.11; 3.1; M7]** The final report is submitted to the Ministry and published on the University's website **[http://www.ual.edu.al/en/about-usss/reports/; M4]**. The Rectorate consider MES's response and constructs an action plan, which is then considered and approved by Academic Senate. **[EA1-3; FE1; M2]** *[Chapter III Standard I.6]*

1.7   As described above, the University has an appropriate and effective governance structure that enables it to accomplish its mission, vision and objectives. The University is managed as an independent legal entity that makes its own decision about its academic and administrative activities. In addition to the governance structures, the University has a number of administrative units, including a Study Programmes Office, a Career Office, the Internal Quality Assurance Unit, a Teaching Secretary Office, Finance and IT Offices, an Information Office, and a Human Resources Office. **[1.3]** *[Chapter III Standard II.1]*

1.8   The University's Statute and regulations clearly define the organisation and operation of the various boards and committees that facilitate and provide forums for debate and decisions. **[SER p.11; 1.1; 3.0; 8.0]** The boards provide an opportunity for staff to contribute to constructive debate and the University's decision-making processes. **[5.0; 5.1; 5.2; 8.1]** Its boards include student representatives. **[1.1]** The Student Council functions as a fully autonomous unit to present the student voice in University decision making. **[17.0; 17.1; 17.2]** Staff and students confirm that the University listens to them when making decisions. **[M3; M4; M5; M7]** *[Chapter III Standard II.3]*

1.9   Since all of the University's study programmes relate to regulated professions, the University also receives information from professional bodies that gather data on licensing and the exercise of their professional activity. **[26.2; 26.3; M2; M6]** The University takes into account the domestic labour market in the medical sector when it develops new study programmes. **[11.2.1; 11.3; M6]** For example, market research and a survey of doctors revealed a national shortage of specialists in the field of oral surgery and orthodontics. In response the University opened a long-term programme in these dental specialisms. **[11.2]** The University has agreements in place with employment agencies to provide training, counselling and other employment assistance at national and international level. **[41.1.2]** *[Chapter III Standard III.1]*

1.10   The University's strategy defines the priorities for collaboration and cooperation. **[2.0]** There are a number of agreements in place with medical and educational

establishments and other non-academic institutions. **[41.1]** These partnerships provide opportunities for practical training, for scientific collaboration and for the organisation of joint activities. **[43.0]** There are also agreements in place to provide internships for its students at university hospital centres, private hospitals and non-academic institutions, for example University Trauma Hospital in Tirana, the Mother Teresa University Hospital Centre and the American Hospital of Tirana. **[41.1]** The University has also established partnerships with non-profit organisations that include the provision of free dental care to those unable to afford it. **[24.0; 24.1]** It invites guest lecturers from other countries, who are distinguished in their fields **[42.3]** and has partnership arrangements that allow its staff and students to participate in international exchanges. **[41.1; 42.0; 42.3]** *[Chapter III Standard III.2]*

1.11   The University cooperates with a number of domestic and foreign institutions and has agreements with 3M-ESPE, YETI and Vita. Local partners include hospitals and medical clinics in Tirana where students undertake their internships. **[41.1; M2]** The University also cooperates with the Albanian Dental Association, the Albanian Orthodontists Association, the Association of Albanian Ortho Maxillofacial Surgeons, and private companies. **[41.1; M2; M6]** The University's Strategy includes obtaining further funding from European programmes and currently the University has applications for several international projects. **[SER p.10; 38.0; 41.3; M1]** *[Chapter III Standard III.3]*

1.12   The University's supports the international mobility of academic personnel and students. Each year, the University receives a number of international students **[EA1-5.2; FE1-5.1]** and supports the mobility of its academic personnel and its students at both national and international levels. International students reported that the University eases their transition and supports them through the orientation and integration periods. **[M4; M5]** The University organises international conferences and provides financial support for academic staff and students who wish to participate in international activities. **[2.0; 5.0; EA1-4; M4; M7]**. Students and academic staff are able to arrange visits to other universities with which Aldent University has signed cooperation agreements. **[16; M4]** Students that had engaged in transfers reported finding the process for recognition of their prior studies complicated, but that University staff had helped. **[M4]** Students had transferred from Cyprus, Italy and Canada. **[M7]** There are frequent visits from staff from other institutions, including specialists in various medical fields including visitors from Europe, America and Asia. **[41.2; 41.2.1; 41.2.2; 13; 42.3; FE8.2]** There have also been international staff exchanges. **[FE8.3; M8]** The University has cooperated in educational activities with several companies, including some in Ljubljana, Slovenia, in Germany, and Florence, Italy **[SER Doc 41.2]**. Staff and students have participated in the Medical Summer School in Dragash, Kosovo, the Medical Winter School in Ulcinj, Montenegro, and the Medical Fall School, Lefkada, Greece. **[42.0; 39.1]** The University is developing agreements with partner universities to allow international exchanges of doctoral students. There are already agreements in place with the University of Chieti and the University of Ferrara. **[FE8; M8]** The review team acknowledge the inherent difficulties in student mobility for clinical programmes due to the requirement for complementary curricula, and recognises that the University has worked hard to align its curricula with European standards **[40.0]**. While there has been some success with mobility of staff and third cycle students, the University acknowledges there is further work to be done in engaging its staff and students in international activities. **[SER p.17; M7]** *[Chapter III Standard III.4]*

Findings

Good practice

The review team identified the following feature of good practice:

- The University's systematic approach to following up the outcomes of external reports and tracking progress towards its strategic objectives (paragraph 1.5; *Chapter III Standard I.5*).

Weaknesses

The review team did not identify any weaknesses.

Recommendations

The review team did not identify any recommendations.

Affirmation of action being taken

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

Judgement

The Standards for Organisation and Management are fully met.

Evaluation Area 2: Resourcing

2.1　　There is an open policy of staff recruitment and employment. The University identifies any requirement for additional academic staff before the start of each academic session. **[20; 20.1]**. It announces job vacancies through several channels including the University's website **[**http://www.ual.edu.al/sq/studentet/maturantet**]**, its official social networks, the information office, and other vacancy websites, **[**http://www.ual.edu.al/en/employment-opportunities/**]** and by direct contact. **[SER p.17; 42.3]** The employment and recruitment policy of the staff is transparent, in compliance with the Law on Higher Education no. 9741 dated 21.5.2007. **[SER p.17; 18.0; 18.2; 18.4; 18.5; 18.6]** Employment of academic and administrative staff is in accordance with the Statute and the Regulation of the University and Academic Senate approve the selection criteria. **[18.0; 18.1]** The selection of academic staff prioritises professional experience, followed by reputation, experience and pedagogical skills, academic qualifications and research record. **[19.3; 19.4]** The University particularly targets the recruitment of highly qualified academic staff who have earned their degrees and qualifications in universities in the UK, Italy, Switzerland, Japan, the Czech Republic, and France. **[42.3]** The Human Resource Office receives applications and **[18.0]** an ad-hoc University evaluation commission assesses them and ranks the applications according to the relevant criteria. **[18.3]** *[Chapter III Standard IV.1]*

2.2　　Integration of academic, assistant teaching, scientific and administrative staff is achieved by a comprehensive set of activities that includes information days, orientation days, students, training opportunities, seminars, open lectures, and conferences. **[SER p.18; 26.0; 34.1; 39.0; 13.0; 42.4; 43.0]** There are staff policies that promote integration and encourage feedback on important decisions related to its institutional development. **[2.1.1]** These opportunities and policies apply equally to part-time staff who are encouraged to participate in scientific research, social events, and University ceremonies such as the opening and closing of the academic year, the Graduation ceremony, and the Christmas celebration. **[**http://www.ual.edu.al/sq/galeria-3/aktivitete-te-ndryshme, http://www.ual.edu.al/sq/sample-page/trajnime-shkencore**]** The University assists and encourages academic staff to pursue further professional qualifications and publish scientific research by providing information, infrastructure, logistics and relevant contacts. **[SER p.19, M8]** *[Chapter III Standard IV.2]*

2.3　　The University promotes a policy of assessing the skills and capabilities of its staff, based on the job descriptions for each post, as approved by the Academic Senate. **[SER p.20; 18.1; 18.2; 18.3.1]** The assessment criteria include teaching, administration and research **[20.0; 20.1; M8]**. Each annual review involves consideration of relevant student questionnaires, an analysis of the scores in different categories, a performance report and a report submitted to the Rector. **[FE2; M7; M8]** *[Chapter III Standard IV.3]*

2.4　　The University promotes the social development of its staff and students through a wide range of initiatives, including: blood donation days; days dedicated to raising awareness about conditions such as autism, hemophilia, diabetes, hypertension; assistance in cases of natural disasters; assistance for orphanages; provision of free dental service for retirees; winter and summer schools; and free medical check-ups **[17.3; 34.7; 39.1; 43.0;** http://www.ual.edu.al/en/students/3858-2; http://www.ual.edu.al/sq/galeria-3/aktivitete-te-ndryshme/aktiviteti-dhuroni-gjak**; M3; M5; site tour]**. *[Chapter III Standard IV.4]*

2.5　　The University's Statute and regulations clearly defines the hierarchical dependence and the division of responsibilities of its staff. **[1.1; 18.0]** The University applies a linear reporting structure throughout. All individuals are aware of their rights, duties and institutional interdependence. **[SER p.21; 18.4; 18.5; 18.6; 18.7; 18.2]** *[Chapter III Standard II.2]*

2.6   The University drafts the annual budget in line with the priorities set by its development strategy. **[28.0; 28.1]** The finance office is responsible for the preparation of the draft budget in cooperation with the Chancellor. **[29.1.1; M3]** The University allocates financial resources in accordance with the criteria set by the Rectorate, which in turn it has based on the requirements and suggestions of each basic or main unit. **[28.0; 28.1]** Departments may apply for additional funding for medical supplies and materials, research projects, scientific conferences, publications, and training events. **[34.1; 34.3; M3]** The Chancellor submits the draft budget to the Senate for final approval. **[28.0]** *[Chapter III Standard VI.1]*

2.7   The Finance Office is responsible for financial management and financial policy implementation. **[1.1; 1.2; 34.0; M3]** It prepares financial statements annually in accordance with the accounting framework described in the National Accounting Standards. The National Business Centre publishes the reports on its official site. **[**http://www.qkr.gov.al/search/search-in-trade-register/search-for-subject**]** *[Chapter III Standard VI.2]*

2.8   As a registered company, the University produces annual financial statements, such as a balance sheet, performance statement (income statement), cash flow statement, and net statement of changes in net capital. Each of these statements is subject to an independent audit. **[29.0; 29.1; 29.1.1]** The University presents its financial reports to Academic Senate and a general staff meeting staff. The annual balance sheet is published on the National Business Centre website in accordance with the University's legal obligations **[**http://www.qkr.gov.al/search/search-in-trade-register/search-for-subject**]** *[Chapter III Standard VI.3]*

2.9   The University's information systems are coordinated in order to allow the exchange of information and access by any authorised person. Data analysis informs decision-making and shapes the strategic development of the University **[2.0; 31.0; M3; M8]** The University has an online platform for institutional management, which consists of several modules. The students' module allows any student to check their enrolled courses in their individual account. The University's service module manages the database of the students' module by uploading their grades, results, courses enrolled, announcements, and other information. There is also an institutional correspondence module, and a finance module. **[31.0]** The system can be used to provide different types of report, such as summaries of student performance, attendance and progression. The University's official website **[**http://www.ual.edu.al/en/home**]** publishes statistical on the number of students on each study programmes, academic offers, curricula, specific requirements for each programme of study, the University's organisational chart, and extracts from the University's Statute and the Regulations. **[45.0]** The Information Office and representatives of the Student Council manage the official social networking sites **[**[https://www.facebook.com/Universiteti-Aldent-Faqja-Zyrtare-187619367967493/?fref=ts;](https://www.facebook.com/Universiteti-Aldent-Faqja-Zyrtare-187619367967493/?fref=ts) https://www.instagram.com/ksualdent**]**. *[Chapter III Standard VII.1]*

2.10   The University coordinates its activities in the field of information technology. It provides access to an intranet and the internet for its academic staff and students. There are several laboratories equipped with computers and printing stations, students can access the University's website and log in to their personal accounts. **[33.0]** There is a student portal and learning management system that give staff and students access to exam results, online lecture material and other information relevant to study programmes. **[33; M4; M5; site tour]** The libraries have computers where students can also access the University's online library and other online resources. **[12.0; 12.1; 45.0; site tour]** *[Chapter III Standard VII.2]*

2.11   The University manages and documents its real estate in compliance with current legal requirements. **[SER p.24; 33; 33.1]** The premises and infrastructure are finished to a high standard and well maintained to ensure their functionality and condition. **[33.5; 33.4; 33.5]** The University recently expanded its infrastructure by acquiring a new building in 2014-2015. **[33.1]** The new expansion required an increase in the number of support and maintenance staff. **[SER p.24]** The University's strategic plan for 2016-20 aims to construct a modern university campus in a residential area of Tirana. This work is at a very early stage, though the review team saw an outline plan of the proposed new facilities. **[33.1.1]** The new campus will provide sports facilities that will address the current shortage of provision. **[SER p.54-55; M4]** *[Chapter III Standard VII.3]*

2.12   The University operates a policy of continuous maintenance and development of its academic, cultural and scientific heritage. **[19.0; 19.3; 19.4]** The University has access to a special document archive. **[32.0]** Documents storage accords with the applicable legal framework and the internal regulations for preservation. The Secretarial Office archives student records and departments archive individual records of the academic and research activity of every full-time professor. **[32.1; 32.2]** Research output from the academic staff is all stored in the University's library. **[12.1]** The library includes a number of outdated texts. While these may have historical value, their availability to students may give them misleading information, so the University's may wish to consider how to manage this. **[site tour]** *[Chapter III Standard VII.4]*

2.13   The University's infrastructure is suitable and sufficient for its educational purposes and research, administrative and social activities. **[33.0; 33.1; 34.6; site tour]** Students of all three cycles or programmes confirmed the adequacy of the infrastructure. **[M4; M5]** *[Chapter III Standard VII.5]*

2.14   The University provides a number of services according to the needs of the local community. This includes the provision of free dental care to vulnerable people such as the unemployed, retirees, and women experiencing domestic abuse. **[2.0; 24.0; 34.0; M1; M3; M7; site tour]** The demand for these services has increased from year to year. **[24.1]** The Student Council has actively encouraged students to participate in humanitarian initiatives such as fundraising for a children's village, and coordinating information days on cancer, HIV, diabetes, and blood donation. The University supports these events financially or by providing human resources. **[SER p.25;** http://www.ual.edu.al/en/students/students-group/17.0**; 17.3]** *[Chapter III Standard VII.6]*

2.15   The University has three buildings for academic and research activities. They meet all the conditions and criteria set out in the applicable laws and guidelines and furnished to a high standard. **[SER p.26; 33.2; 33.3; site Tour]** Two of the buildings are located in central Tirana; the newest building is on the outskirts of the city. **[site tour]** There is a free shuttle bus between the different sites. **[34.0; 34.2.1]** There are 19 lecture halls, nine seminar rooms and 28 laboratories in total that provide suitable accommodation for the University's teaching. All lecture halls are equipped with audio-visual devices such as computers, video projectors, and writing boards. The laboratories are equipped with the necessary equipment for the curriculum. **[23.0; 33.0; 40.0; 34.6]** The higher-capacity buildings have two staircases and so provide an emergency escape route. **[33.1]** All facilities are equipped with fire alarms and all the necessary tools in the case of a fire and protection against electrical discharges. **[33.3]** Buildings are equipped with back-up electricity generators and water tanks to ensure electricity and water supply without interruption. All the University facilities have security cameras which it monitors during teaching hours. **[SER p.26; site tour]** The University has six dental clinics with 28 dental units where students practice with the assistance of their professors. **[**http://www.ual.edu.al/en/gallery/dental-laboratory/classes-laboratory/**; 24.0]** The University has agreements with a number of health, pharmacy and dental institutions for the delivery of professional internships. **[41.1; 15.0; 15.1; 15.2]**. Students report that they are

satisfied with the facilities and learning resources, including the portal and learning management system. They find the libraries well-stocked, though most prefer to use online literature. **[M4]** *[Chapter III Standard V.1]*

2.16   The University stores documents in both physical and electronic form. **[32.0]** The period of retention for different types of document is determined by the Academic Senate. **[32.1; 32.2]** It annually sends appropriate student, staff, and institutional data to the MES and the National Examination Agency. **[27.5]** The University's keeps a student graduation register with all the information required by MES guidelines. **[21.0; 32.2]** *[Chapter III Standard V.2]*

Findings

Good practice

The review team did not identify any good practice.

Weaknesses

The review team did not identify any weaknesses.

Recommendations

The review team did not identify any recommendations.

Affirmation of action being taken

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

Judgement

The Standards for Resourcing are fully met.

Evaluation Area 3: The Curriculum

3.1   In line with its strategy, mission, and market requirements, the University offers study programmes in medical fields in all three study cycles. **[SER p.28, 1.1; 2.0; 11.0; 40.0; M3]** New programmes comply with legal frameworks, market requirements, infrastructure and strategic objectives. **[11.1; 11.2; 11.2.1]** All study programmes, except for the two recently added programmes, the Master of Science in physiotherapy and the bachelor's in medical laboratory techniques, are accredited by APAAL. **[SER p;29; 11.0]** The University has successfully increased the entry qualifications of its applicant students. **[SER p.29; 27.0; 27.1; 27.2; M2; M7]** It approves the admission criteria and quotas in accordance with legal frameworks. **[25.0; 25.1; 25.2]** It has a special policy for categories of students such as those with financial need, of marginalised groups, and has a quota for ethnic minorities and international students. This policy is monitored by MES. **[SER p.29; 25.3]** The University publishes information about its study programmes through leaflets, a student book, print media and TV. **[40; 44.1; 44.2]** In the student survey over 96 per cent of students reported that the University has given them what they expected since they enrolled. **[Student survey]** Following legal changes and MES requirements, the University has improved its information policies about study programmes and admission criteria for high school graduates. **[SER p.29;26.0; 26.1]** For the past two years, the University has cooperated with the National Agency of Examinations, University Albania on its admission and enrolment of first cycle students. **[SER p.29; https://www.youtube.com/watch?v=7cu06w03bcE]** The University applies a formal scoring and ranking process when evaluating student applications **[SER p.30; 27.0; 27.3]**. An ad-hoc University commission carries out the admission of second cycle students, by evaluating the applications using criteria approved by Academic Senate and set out in the Statute. **[SER p.30; 1.2]** The admission of third cycle students accords with the University's regulations. **[SER p.30; 10.3]** *[Chapter I Standard I.1]*

3.2   As all regulated professions have a legal obligation to undertake credit-bearing continuing education, the University organises educational activities for staff, students and professionals in relevant medical fields. The National Centre for Continuing Education (NCCE) accredits the University's continuing education activity, such as one-day courses. The Pharmacotherapeutic Center and the Clinical Training and Service Center organise and prepare documentation according to NCCE requirements. **[SER p.30; 41.2; 41.2.1; 41.2.2; http://www.ual.edu.al/language/en/scientific-research/scientific-activities/]** *[Chapter I Standard I.2]*

3.3   The University offers programmes according to its development strategy. When proposing a new programme, staff construct a business plan based on institutional tradition, the strategic plan, the labour market, alumni feedback, institutional infrastructure and resources, and legal frameworks. Proposals arise from the departments but ultimately the Senate considers the application and makes a final decision. A focus group with employers and alumni has been running for the past eight years and this has led to developments such as the inclusion of specialities in orthodontics and oral surgery and curriculum changes in peadiatric dentistry. **[SER p.30; 2.0; M3; M6]** The University ensures that their dentistry programme aligns with the University of Medicine in Tirana and the Albanian Association of Dental Education's requirements for programme design, which include standards based on epidemiology and the prevalence of certain conditions locally. **[M6]** The University states the objectives and requirements for student enrolment within the programme regulations. **[SER p.30; 25.0; 10.1]** The University informs graduates about any legal changes, such as those to professional orders, and give them information about different labour markets. **[SER p.30; 26.2; 26.3; 26.4]** It issues diplomas with relevant documents including grades and a diploma supplement. **[SER p.30; 10.4]** *[Chapter I Standard I.3]*

3.4   The University offers study programmes in medical fields in the context of the national development of health services and in line with relevant national and international strategies, such as the Albanian Government National Health Strategy 2016-20. **[SER p.31; 2.1; 2.2]** The University is also involved in a study, funded by the EU, looking at higher education provision and labour market needs the Western Balkans. **[SER p29; EA3-2]** The University has contacts and cooperation agreements with international firms to facilitate students' employment (see para 1.9). **[41.1.2]** *[Chapter I Standard I.4]*

3.5   The University's infrastructure and academic capacity supports its programmes. The department plans the workload of the academic staff annually according to the legal requirements of MES and the internal acts of the University; the Dean approves this in collaboration with the Rector. **[SER p.31; 20.0]** For each study programme full-time staff cover 70 per cent of the teaching. **[SER p.31; 20.1; 20.2; M3]** The University pays staff extra when they undertake additional academic and administrative duties. **[SER p.31; 34.5]** When recruiting academic staff, it applies a process of careful selection to ensure that its staff have effective academic, professional and administrative skills. Staff have the opportunity to be involved in research projects. **[SER p;31; 38.0]** *[Chapter I Standard I.5]*

3.6   The content of programmes, including programme objectives, are available to students in a student book, in the secretarial offices, and accessible through the website and an e-learning portal. **[SER p;31; 30.0; 40.0;** http://www.ual.edu.al/language/en/study-program/1917-2/**; site tour]** At the beginning of the academic year lecturers provide the course syllabus in hard copy. **[SER p.31; 11.7; 34.0]** Based on MES guidelines, the University publishes its admission criteria and transfer information. **[**http://www.ual.edu.al/language/en/students/catalogue/**]** IStudents reported that their programme fulfil their aims and objectives **[Student survey]** Students are happy with the information provided by their teachers and from other sources such as virtual learning environment (VLE), the departmental secretary and social media. **[Student survey; M4; M5]** *[Chapter I Standard I.6]*

3.7   The University designs first cycle programmes to provide students with basic knowledge, scientific principles and professional skills and competencies, allowing a progressive transition from the first to the second cycle. Students report high levels of satisfaction with the professional competencies they are developing. **[SER p.32; 11.4; Student survey]** The programmes are organised to accord with the European Credit Transfer and Accumulation System, which facilitates student transfer, supported by a student transfer procedure. **[SER p.32; 27.1; 27.4; M2]** Study programmes provide professional training, allowing graduates to find employment. The majority of its graduates go on to gain professional licences. **[SER p.32; 26.2]** *[Chapter I Standard I.7]*

3.8   The University supports first cycle students with a formal tutorial system. This starts with their orientation, and continues throughout their studies. Reports about each student's progress are prepared and shared on the online platform. **[SER p.33; 16.0; 16.1; 26.0]** It uses alternative teaching methods supported by an extensive range of laboratories. Students particularly value the e-learning facilities and the VLE and report high levels of satisfaction with the teaching methods. **[SER p.33; 30.0; 35.0; Student Survey]** For each study programme full-time staff cover 70 per cent of the teaching. **[SER p.31; 20.1; 20.2; M3]** *[Chapter I Standard I.8]*

3.9   All academic staff who teach second cycle programmes engage in research activities and report annually to the department about their progress. **[SER p.33; 19.0; 19.1; 42.0; EA4-3]** Staff research relates to the second and third cycle programmes delivered by ALU, as evidenced by staff publications and detailed in a Scientific Council annual report 2015-16. **[42.0; EA4-3]** Students develop professional practice and diploma theses in the University clinics, laboratories, and at other private and public institutions, such as the

Trauma University Hospital and the American Hospital in Tirana. **[SER p.33; 41.1; 41.1.2; M3; M5; M6]** Professionally qualified, full-time academic staff account for over 70 per cent of the teaching. **[SER p.34; 20.0; 20.1; M3]** *[Chapter I Standard I.9]*

3.10   The University designs study programmes to facilitate students' mobility at national and international levels since they align with the Bologna Process. Accredited study programmes have credit-bearing modules according to the European System of Credit Transfer and Accumulation System. **[SER p;34; 2.0; 5.0; M2; M3]** English and Latin medical language modules are mandatory and some programmes provide the option to study a second language, for example the physiotherapy programme offers Italian. **[SER p.34; 40.0]** Students on the Master of Science demonstrate that they can communicate in a foreign language based on internationally recognised tests and some graduates are now employed overseas. **[SER p.34; 1.2; M2]** Students report high levels of satisfaction with their developing competence in foreign languages. **[Student survey]** Currently, eight staff have overseas qualifications and this has provided opportunities to develop international collaborations, such as the memorandum of agreement with the University of Ferrara. However, only three staff who responded to the staff survey have worked overseas in the past five years. The University is active in attracting international academic visitors to participate in seminars, conferences, events, academic training or guest lectures. **[42.2; 42.3; Staff survey; M2]** the University reviews requests for student transfers free of charge. **[27.4]** Students can travel overseas for short periods of training, for example a two-day course in Italy in orthodontics and oral surgery and a two-day course in fixed prosthetics in Germany. **[FE8.1; M1]** However, students spoke of limited opportunities for mobility, citing problems with bureaucracy and the medical nature of the programme; the student survey shows that only eight per cent of students have studied abroad as part of their course. **[Student survey; M5]** Staff regard the internationalisation of the University as sufficient. **[Staff survey]** *[Chapter I Standard I.10]*

3.11   Programmes are clinically based and include a significant number of practical credits, enabling students to acquire practical skills. The University has 28 laboratories and clinics equipped with contemporary equipment that supports the development of students' professional skills and competencies, and students report very high levels of satisfaction with these facilities. **[SER p.34; 33.0; 34.6; Student survey; site tour]** In second and third cycle programmes, students undertake a research project that helps them to prepare their diploma thesis. **[SER p.35; 10.2; M5]** In cooperation with the Student Council, the University organises cultural and educational activities such as the student conference, winter and summer schools and sports championships. **[SER p.35; 17.3; EA4-4;** http://www.ual.edu.al/language/en/students/3858-2/**; M2; M5]** A planned new campus will provide more facilities as reported at paragraph 2.11. **[SER p.24; 33.1.1]** *[Chapter I Standard I.11]*

3.12   Programmes integrate theoretical and professional skills, **[SER p.36; 10.2; 23.0; 24.0]** and students can follow clinical cases. **[SER p36; SER doc 41.1]** Programmes include health management courses, laboratory projects, laboratory work and internships under the guidance of mentors. **[SER p;36; 42.4; 15.0]** The University also provides practical opportunities to the students within its own premises and in other organisations. **[41.1; M4]** Pharmacy students cited examples of placements that they carried out in hospitals, pharmacies and overseas in Slovenia. **[M4]** Students are informed about employment possibilities from the beginning of their programme and then during their studies. They can access the office of career counselling and University alumni also provide guidance on employment. **[M2; M3]** External partners from the Order of Nursing report that the University's curriculum is well suited to opportunities within the EU because of the high level of practical work included and the high standard demonstrated by the students. **[M6]** In response to a Medical Information Association report that identified an increased demand for

implantology and orthodontics, the University is currently the only one in Albania that produces graduates in these specialisms. **[M6]** *[Chapter I Standard I.12*

Findings

Good practice

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

Weaknesses

The review team did not identify any weaknesses.

Recommendations

The review team did not identify any recommendations.

Affirmation of action being taken

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

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

Evaluation Area 4: Teaching, Learning, Assessment and Research

4.1   Study programmes are based on the legal framework and they comply with the academic plan. Responsibilities for their efficient organisation are set out in the University's regulations. **[3.0; 33.0]** The University's provision is described in hard copy and electronically on its website. **[SER p.37; 11.4; 11.5; 11.6; 40.0; http://www.ual.edu.al/language/en/study-program/1917-2/]** At the beginning of the academic year the departments review the programmes and propose changes and improvements, subject to the approval of the faculty and Academic Senate. The Head of Department then approves and signs the syllabi for each subject. **[SER p.37; 4.1; 11.3; 11.7; M2]** The University displays its teaching schedule in a public place and on its website. **[11.8; http://www.ual.edu.al/language/en/students/academic-calendar/]** The programmes have practicums which are carried within the University or at other public or private organisations, such as the Trauma University Hospital and the American Hospital in Tirana and private pharmacies, in accordance with signed agreements. **[41.1; 41.1.2; site tour; M3; M5; M6]** Responsible staff in line with regulations and specific procedures supervise professional practice. **[15.0; 15.1; 15.2]** The University provides textbooks and contemporary literature in Albanian and foreign languages in the library. **[12.1; site tour]** The students are happy with the library and University encourages them to use it. **[Student survey; M4]** *[Chapter I Standard II.1]*

4.2   Examination rules and requirements are subject to institutional regulations approved by the Dean and Senate. The University keeps students informed about assessment through the digital platform or directly by the lecturer. Ninety seven per cent of students are satisfied with exam assessment and 90 per cent are satisfied with the support they receive on assessment. However, 54 per cent of students report evidence of cheating in exams and 32 per cent report that exam grades may be published without their knowledge and the University should take steps to address these concerns. **[3.0; 11.7; Student survey; M3]** Academic regulations ensure that assessment practices protect students' anonymity. **[3.0; M3]** The University publishes assessment results on its electronic platform accessible to students. **[SER p.38; 31.0; M4; site tour]** The process for making a complaints about assessment results are specified in the exam regulations. **[3.0; M3]** Students cited parts of the assessment procedures and knew how to make a complaint if they wished, though in the student survey 15 per cent of students were unaware of the complaints process and 22 per cent were unaware of the appeal process. **[Student survey; M4]** Once a student has fulfilled their academic obligations they defend their diploma thesis according to academic criteria and procedures. **[SER p.39; 14.0]** The University issues diplomas with relevant documents including grades and a diploma supplement, in accordance with MES requirements. **[SER p.30; 10.4]** *[Chapter I Standard II.2]*

4.3   The University revises study programmes when necessary revised in line with any changes in the legal framework and labour market demand. **[11.3; 26.3; EA3-1; M1; M6]** The academic teaching unit regularly assesses academic staff, collects and verifies the syllabi against the curriculum, and maintains oversight of each lecturer's teaching workload. All students who responded to the student survey are satisfied with the teaching schedules. **[SER p.39; 1.4; 20.0; 20.1; Student survey]** Students complete surveys to evaluate their lecturers and study programmes and the IQAU gathers the students' opinions. **[SER p.39; 7.3; 7.5; M3]** Students complete two questionnaires per year covering infrastructure, teaching, the helpfulness of teaching staff, information, and other areas, and they report that they can freely express their opinions about their teachers or teaching methods or other matters such as the availability of sports activities. Students are overwhelmingly satisfied with the quality of teaching and the wide variety of materials used by staff. **[7.4; Student survey; M4]** The human resources office evaluates the performance of academic staff

based on teaching and research performance. **[SER p.39; 18.2; M7]** Based on this evaluation, the University decides a staff member is performing adequately, or whether it needs to take action; in some cases it has promoted staff as a result of this process but in other cases it has not renewed contracts. **[M7]** *[Chapter I Standard II.3]*

4.4 The IQAU is responsible for the monitoring and improvement of teaching quality and produces a detailed annual report that evaluates teaching (using the results of the student questionnaires), research activity and outputs, and the University's financial health. **[SER p.40; 7.0; 7.2]** The University considers student feedback carefully told the review team of how it changed the weighting between laboratory and other assessments in response to students' concerns. **[M3]** The University has an extensive range of laboratories and clinics providing care to patients: these facilities support teaching and the development of clinical skills and competencies. **[SER p.40; 33.1; 34.6; site tour]** The University works in partnership with students, for example, to provide a joint workshop on effective communication between staff and students. **[SER p.40; 11.10]** The University makes good use of interactive technologies to support the learning process, for example its VLE and extensive online library. In the student survey, 98 per cent and 97 per cent of students respectively regard the application of e-learning methods and online resources at least sufficient. **[SER p.40; 35.0; 45.0; Student survey]** Each year, the University runs a number of workshops for teachers, often delivered by international lecturers and the Careers Office also contributes to training. The University has also arranged academic training from professionals from other Albanian institutions. **[SER p.40; 44.2; 42.3; M7; M8]** Teaching staff reported that training in teaching, learning and evaluation provided by the Faculty of Social Sciences at the University of Tirana had helped them to communicate with students and that they found the involvement of international lecturers helpful. **[M8]** Departments organise continuing professional education activities accredited by the National Continuing Education Centre **[SER p.40; 42.4; M8]**. The University supports staff participation in research projects both internally and externally, and 37 per cent of staff report they are involved in individual projects. **[SER p.40; 15.0; Staff survey; M8]** *[Chapter I Standard II.4]*

4.5 The department is the basic teaching unit and it is required to nurture, plan, coordinate, develop, organise and manage teaching and research. **[SER p.41; 9.0]** The Pharmacotherapeutic Research Unit, based in the Faculty of Medical Sciences, coordinates research activity **[PRU]**. It also supports the delivery of the Master of Science in pharmacy. The Formation and Clinical Service Centre based in the Faculty of Dental Sciences, focuses on continuing education and clinical services; this supports the delivery of a master of science in dentistry and a third cycle programme in orthodontics. **[SER p.41; 1.4; 11.0]** The right to academic freedom is enshrined in the University's Statute and in the regulations of the Ethics Council. **[1.2; 6.0]** Academic staff propose their intended research to the department and the University supports departments financially in their research, particularly publishing activity and conference participation, though the number of projects and staff involved is currently limited, with under 5 per cent of staff reporting involvement in international projects. **[SER p.42; 13.0; 34.1; 34.2; 34.3; 38.0, 39.0; EA4-1.1; Staff survey; M2; M7; M8]** *[Chapter II Standard I.1]*

4.6 The University encourages the development of scientific research through the provision of strong financial support for the purchase of laboratory equipment, materials for research and clinical services. **[34.6; M7; M8]** It encourages cooperation with other institutions such as the Academy of Science, University of Medicine in Tirana, and the University of Chieti in Italy. The University organises a student scientific conference and publishes the 'Albanian Journal of Biomedical Sciences'. Ninety three per cent of staff regard the collaborations with other higher education institutions as good or very good. **[SER p.42; 41.1.3;** http://www.ual.edu.al/language/en/scientific-research/journal-ajbs/**;** http://www.ual.edu.al/language/en/scientific-research/scientific-conference/**; Staff survey; M1; M2; M6]** *[Chapter II Standard I.2]*

4.7   The University is active in promoting research internationalisation. It held the Inauguration Conference of Cooperation with the University of Chieti Italy in 2015 and has been a co-organiser and active participant in a number of national and international conferences held in Tirana. **[SER p.43; 39.0;** http://www.ual.edu.al/wp-content/uploads/2017/04/universiteti-chieti.pdf**; M2]** There are staff publications in several journals and 11 per cent of staff are members of international editorial boards; 39 per cent of staff have published articles in international journals in the past three years. **[SER p.43; 39.0; 42.1; Staff survey]** The University has a partnership agreement with the University of Chieti and is in the process of agreeing another with the University of Ferrara. **[SER p.44; 41.1; 41.1.3; EA4-2.2; EA4-3; M1]** *[Chapter II Standard I.3]*

4.8   Departments set their own research priorities. **[SER p.44; 2.0; M3]** Constructive debate takes place at the Scientific Council, which analyses departmental proposals and decides on their merit. **[SER p.45; 5.1; 5.2; M8]** The Scientific Council approves the annual research report based on the work carried out by academic staff. **[EA4-3]** *[Chapter II Standard I.4]*

4.9   The University commits to research activity in its budget setting and it invests heavily in laboratory space and equipment. **[SER p.45; 28.0; 34.6; M2; M8; site tour]** The University orientates its recruitment of full-time staff towards experienced researchers with a research and publishing track record. **[SER p.45; 18.1]** It is clear that the University actively engages in research, particularly in terms of publications and conference attendance, however research is largely pursued by individuals with a lack of well-defined research priorities and groups, and the review team considers this to be a **weakness**. It therefore **recommends** that the University take all necessary steps to enable and encourage staff to cooperate in the pursuit of clearly-defined institutional research priorities. *[Chapter II Standard I.5]*

4.10   The University makes a clear commitment to research activity within its strategic plan. **[SER p.46; 2.0; M1]** The University cooperates with national scientific bodies such as the Academy of Science, and the Agency for Research, Technology and Innovation. **[SER p.46; 5.3]** The University does not currently have research students but some academic staff pursue doctoral studies with other institutions supported by using the University's laboratories and clinic. International researchers present their results at conferences organised by the University. **[SER p.46; 39.0; M8]** PhD students at Chieti University plan to conduct part of their research at Aldent University. **[SER p.46; 41.1.3; M8]** The University supports staff training and research study at other national and international institutions. **[SER p.46; 42.2]** The University invites experienced international lecturers, especially on the long-term specialisation study programme, to deliver training, workshops, and open lectures. **[SER p.46; 42.3, 42.4]** *[Chapter II Standard I.6]*

4.11   The University supports the organisation of conferences and congresses, where academic staff present their research. Examples include the National Congress of Dentistry, the 17th Balkan Congress, the Fourth National Congress of Dentistry, Orthodontics Symposiums, the National Conference of Medical Sciences, Medical Summer and Winter Schools, and the First and Second Student Scientific Conferences. **[SER p.46; 34.1;** http://www.ual.edu.al/language/en/scientific-research/scientific-conference/**; M2]** The University encourages researchers to publish their research and to participate in international activities through presentations or posters. In the past three years 72 per cent of staff have participated in national conferences (30 per cent as speakers) and 59 per cent in international ones. **[SER p.46; 34.1; 34.2; Staff survey; M1; M2; M7; M8]** *[Chapter II Standard I.7]*

4.12   The Senate has the authority to organise and monitor scientific research and ensures that the University allocates resources appropriately and provides support for

academic staff to attend conferences. **[2.0; M2; M3]** ALU has established two units to evaluate scientific research: the Pharmacotherapeutic Research Unit and the Formation and Clinical Service Centre. **[SER p.47; 1.4]** The University gives distinguished researchers financial support and sponsorship to participate in conferences. **[SER p.47; 34.1; M8]** The Ethics Council regulations set out its responsibilities in maintaining honesty and integrity in the University's work. **[SER doc 6.0]** Academic staff report on their research to their head of department and the Pharmacotherapeutic Research Unit at least twice a year. **[SER p.47; 42.5; M3]** The University has good mutual cooperation with a range of businesses and professional associations, not only for the provision of practice placements, but also for the provision of equipment and support from specialists in emerging techniques and new materials. **[SER p.47; 41.1; M6]** The University publishes the 'Albanian Journal of Biomedical Sciences' and 91 per cent of staff report that the University's publications are good or very good. **[SER p.47;** http://www.ual.edu.al/language/en/scientific-research/journal-ajbs/**; Staff survey; M2]** *[Chapter II Standard I.8]*

Findings

Good practice

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

Weaknesses

The review team identified one weakness:

- Research is pursued by individuals with a lack of well-defined research priorities and groups (paragraph 4.9; *Chapter II Standard I.5*).

Recommendations

The review team identified one recommendation:

- take all necessary steps to enable and encourage staff to cooperate in the pursuit of clearly-defined institutional research priorities (paragraph 4.9; *Chapter II Standard I.5*)

Affirmation of action being taken

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

Judgement

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

Evaluation Area 5: Students and their Support

5.1 Admission's criteria are set out in the Statute and these are agreed annually and ratified by the Academic Senate. The University monitors the grades of incoming students and has increased the academic qualifications of entrants. **[SER p.48; 1.2; 3.0; 25.0; 27.2; M2]** The University provides extensive information via its website and in leaflets **[SER p.49; http://www.ALU.edu.al/en/home/; 44]** There is a specific Office for the Admission and Orientation of Students **[1.4]** and in cooperation with Regional Education Directorates and offices, the University organises a high school orientation campaign **[SER p.49; 26.0]** and also contributes to promotional fairs. **[SER p.49; 2; EA5-1]** There is a formal policy for the orientation of students **[26.0]** and detailed admissions and orientation are in the student book. **[40.0;** http://www.ALU.edu.al/en/students/catalogue/**]** In the student survey, 96 per cent of students reported that the University had provided them with what they had promised and 98 per cent confirm their course compares well with their expectations and during the review students reported that they had been provided with all the information they needed to make an informed decision **[Student Survey; M3; M4]** The University currently has 41 foreign students from Kosovo, Macedonia, Serbia, Montenegro and Turkey who receive a specific orientation and students we met during the review spoke positively about their orientation to the University **[SER p.49; 13.0; M4; M7]** Staff: student ratios meet legal requirements. **[SER p.49; 29.1]** *[Chapter I Standard III.1]*

5.2 The University is effective in informing and communicating with students. The Career Counselling Office is responsible for informing prospective students about the study programmes and the admission standards. **[**http://www.ALU.edu.al/en/students/career-counseling-office/**]** All staff and students have internal email addresses in order to enable effective communication. **[SER p.50; FE7; site tour]** The University holds a file for each student and arrangements for the safe storage of their details is set out in the Statute in compliance with legislation. **[SER p.50; 01.1]** *[Chapter I Standard III.2]*

5.3 Working to a specific regulation for the tutorial system, departments are responsible for academic tutoring. This is facilitated by an online system that captures essential information such as attendance and this can be accessed by students. **[SER p.50; 16.0; 16.1; site tour]** The University maintains a comprehensive website that provides students with wealth of information that is appreciated by the students **[SER p.50;** http://www.ALU.edu.al/en/home/**; M3]** and the student book is comprehensive and helpful. **[40.0;** http://www.ALU.edu.al/en/students/catalogue/**]** Programmes are designed to progressively orientate students to their chosen profession. **[SER p.50; 26.0; 11.4; 11.5]** In the student survey, 95 per cent of students report that relationships between academic staff and students are good and 99 per cent report that staff are available to them. Furthermore 99 per cent confirm that the informal advice and training they receive is at least sufficient. During the review, students spoke very positively about the support provided by their tutors. **[Student Survey; M3; M4]** *[Chapter I Standard III.3]*

5.4 The University aims to provide a physical environment that is suitable for students with a physical disability and financial support is available for students with disabilities and for Roma or Balkan Egyptian students: currently two students from these communities are enrolled on programmes and are supported with scholarships. **[SER p.51; 2; EA5-4; EA5-5; FE5; M3I 4; M7; M8]**. In the student survey, 91 per cent of students report that arrangements for students with a disability to access the resources is at least sufficient **[Student Survey]** Some sports facilities are provided, but the University recognises in its strategic plan that the current space is insufficient and although sporting events are organised by the Student Council, students expressed the need for more opportunities to participate in team sports. **[13.0;** http://www.ALU.edu.al/en/students/3858-2/**; EA5-6; M1; M4; site tour]** The regulation and procedures for student transfers are documented in the University's Statute, programme regulations and explained to students in the student book

and students report that the University is helpful in facilitating transfers. **[SER p.50; 1.1; 10.2; 40.0; M4; M7]** A commission is established to consider transfer requests and it specifies the subjects and modules the student must complete. **[SER p.50; 27.4]** *[Chapter I Standard III.4]*

5.5   The University has two libraries containing 13,500 texts in Albanian and foreign languages in medically related disciplines and students and staff have additional access to the extensive Hinari online medical library and the annual budget makes provision for the library for the purchase of books, computers and online resources. The library has flexible opening hours, according to students' needs and students can also borrow books. **[SER p.51; 13.0; 12.0; 12.1; EA5-7; FE3; M4; M7; site tour]** There is an electronic management system for the administration of the library and an online catalogue is currently in development. **[SER p.51; 12.1; site tour]** In the student survey less than 10 per cent of the students report that they cannot always get hold of all the books they would like, and 99 per cent confirm that the library, its work and the support provided are at least sufficient. **[Student Survey]** In the staff survey, all staff report satisfaction with the library provision and only one person was dissatisfied with the University's journals and publications. **[Staff Survey]** *[Chapter I Standard III.5]*

5.6   Regulations, approved by Senate, are in place for the operation of the tutorial system. The academic tutors are qualified academic staff whose objective is to assist and support students to improve their academic results as well as to counsel them on the selection of study programmes and provide orientation to the labour market. Students are allocated a named academic adviser and 13 to 15 hours per semester are devoted to academic counselling. Students meet their tutors in groups of up to 20, but students spoke warmly about the support provided by their tutors. **[SER p.52; 16.0; 2; M2; M3; M4; M8]** In the student survey, over 95 per cent of students report that support provided by the University is good. **[Student Survey]** Students are provided with support by library and information technology staff to develop their skills in information retrieval and students reported their satisfaction with their online resources and the support provided. **[M4; M7]** If students need additional support, additional teaching is provided by the University. **[SER p.52; 34.5; M8]** It uses a VLE, available as a mobile app, to facilitate communication between academic tutors and students and to signpost students to resources that will support their learning and this is seen by students as being an important form of communication both for staff and between students. **[SER p.52; 30.0; 35.0; M3; M7; M8; site tour]** *[Chapter I Standard III.6]*

5.7   The University's Statute makes provision for the Students' Government (Student Council) and students are represented on the Academic Senate and a number of other key committees. **[SER p.52; 1.1; M1; M2; M3; M4; M5]** The Student Council operates within a formal regulatory framework; student representatives are elected every two years and are responsible for providing input on academic matters such as teaching plans and policies and also for student activities. **[SER p.52; 17.0; 17.1; 17.2; 17.3; M1; M2; M3; M4; M5]** Students are also represented at study programme accreditation. **[SER p.52; EA5-9]** However, in the Student Survey, a significant minority of students are unaware of student representation on key committees or of internal quality assurance arrangements. **[Student Survey]** The University provides financial support for festive, cultural and scientific activities such as a winter and summer school and annual scientific conferences. **[SER p.52-53; S 17.3; 34.2; 39.1; 34.3; 41.2.1; EA4-4; M1; M2; M3; M4; M5]** There is a comprehensive Student Council website [http://www.ALU.edu.al/en/students/students-group/] The Internal Quality Assurance Unit is responsible for the coordination of student feedback gained through questionnaires and there is clear evidence of the University responding to issues raised by the Student Council. **[SER p.52; 7.0; 17.2; M2; M3; M4]** *[Chapter I Standard III.7]*

5.8   The University encourages sporting activity through the provision of gyms and outdoor green areas and also provides financial support for sporting and cultural activities. **[SER p.53-55; 13.0; EA5-6; 17.3]** In the student survey, 93 per cent of students report that rest and recreational facilities are at least sufficient but 22 per cent and 17 per cent of students report the outdoor and indoor sports facilities respectively are poor. **[Student Survey]** Ninety three per cent of staff report that recreation and sports facilities are at least sufficient. **[Staff Survey]** There are plans for a new campus that will include indoor and outdoor sports facilities **[SER p.54; 33.1.1]** Life insurance is provided for each student **[SER p.54; FE6.2;** http://www.ALU.edu.al/wp-content/uploads/2017/03/Polic-Sigurimi-Student.pdf**]** The University encourages students to be vaccinated for hepatitis B **[SER p.54; 17.3; FE6.1; M3; M4; M7]** In the student survey, 96 per cent of students report that medical and psychological assistance is at least sufficient **[Student Survey; M4]** *[Chapter I Standard III.8]*

5.9   The Career Counselling Office is responsible for supporting students and alumni into employment through the provision of training. **[**http://www.ALU.edu.al/en/students/career-counseling-office/**; M7]** The University has signed a number of agreements with local and international companies to support internships. **[41.1; M7]** The University has recently signed an agreement with a German company to support nurses seeking employment in Germany and students are currently being provided with information about the scheme. **[41.1.2; EA5-11; M7]** The University actively works with alumni to create an alumni community with a Facebook alumni site and also to support their employability. **[**http://www.ALU.edu.al/en/students/carrier-center-and-alumni/**; FE4; M3; M7]** Eleven of the full-time staff are alumni. **[SER p.54; 19.5]** The University has conducted a survey of its graduates 2014-16 and maintains a spreadsheet of employment destinations of graduates. **[AE3-6; FE4; M3; M7]** In the student survey, 97 per cent of students report that the provision of information about, and help into employment is at least sufficient, they are very satisfied with the professional competencies they are developing and with their foreign language development. **[Student Survey]** *[Chapter I Standard III.9]*

Findings

Good practice

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

Weaknesses

The review team did not identify any weaknesses.

Recommendations

The review team did not identify any recommendations.

Affirmation of action being taken

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

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

Evidence List

Evidence supporting the self-evaluative report

Upload No.	Evidence No.	Title
1		Rector Declaration
2	13.0	General Information Document
3		Self-Evaluation Report
4		Evidence List
5	1.1	Statute 2016-2017
6	1.2	Statute 2017 - 2018
7	1.3	Organigram 2016 - 2017
8	1.4	Organigram 2017 - 2018
9	2.0	Strategic Plan 2016 - 2020
10	2.1	Strategy Albanian Ministry of Health
11	2.1.1	Drafting, approving and implementing the new Strategy
12	2.2	Strategy of WHO
13	3.0	Regulations of Aldent University
14	3.1	Annual Report 2014 - 2015
15	4.0	Academic Senate meeting procedures
16	4.1	List of meetings and decisions of the Academic Senate for September - December 2016
17	4.2	Example Senate meeting and decisions
18	5.0	Regulation of Scientific Council at ALU
19	5.1	Example meeting of Scientific Council about the research project 2016
20	5.2	In Albanian - Example meeting of Scientific Council about the scientific journal
21	5.3	Meeting of Research Centre for AKTI applications
22	6.0	Regulation of Ethics Council
23	7.0	Regulation of the Internal Quality Assurance Unit
24	7.1	In Albanian
25	7.3	Student survey procedure
26	7.4	In Albanian - Student survey results
27	7.5	Survey formula
28	7.2	IQAU Report amended 2015- 2016
29	8.0	Regulation of the Faculty of Dental Sciences
30	8.1	In Albanian - Proposal of Faculty Council
31	9.0	Regulation of the Pharmacy Department
32	10.1	Study programme regulation - first cycle
33	10.2	Study programme regulation - second cycle
34	10.3	Study programme regulation -third cycle
35	10.4	In Albanian - Diploma format and supplement cycle I,II,III and list of grades
36	11.0	List of study programmes
37	11.1	Procedures for opening a study programme
38	11.2	Example of opening a new study programme
39	11.2.1	Necessity for opening the Long Term Specialisations programme
40	11.3	Example of changes in the Physiotherapy programme
41	11.4	Study programme - first cycle
42	11.5	Study programme - second cycle

90	26.0	Orientation policies undergraduate students
91	26.1	Example of orientation of undergraduates 2016 - 2017
92	26.2	In Albanian - Information from Professional Orders 2017
93	26.3	Review of education and training requirements for pharmacists in different countries
94	26.4	Application for data about the international labour market of graduates
95	27.0	Application and registration procedure
96	27.1	Student transfer procedure
97	27.2	The average grade of entering and graduate students
98	27.3	Ranking of students old (2015-2016) and new (2016-2017)
99	27.4	In Albanian - Example of student evaluation format
100	27.5	In Albanian - Example MES students report and NEA report
101	28.0	Draft - budget preparation procedures
102	28.1	University budget example 2016 - 2017
103	28.2	In Albanian - Verification from Ministry of Finance (no obligations towards third parties)
104	29.0	In Albanian - Procedure of internal audit
105	29.1	Example of external audit -MAS 2015 (short form)
106	29.1.1	Example of contract for financial audit
107	29.2	Internal audit report
108	29.2.1	In Albanian - Example of Academic Senate Order - internal audit
109	30.0	In Albanian - E-learning print screen
110	31.0	IT platform management
111	32.1	In Albanian - Protocol Order
112	32.2	In Albanian - Archive Order
113	33.0	Aldent Infrastructure Report
114	33.1	Central Campus and Laboratory Campuses
115	33.1.1	Planimetry - new campus
116	33.2	In Albanian - Sanitary Hygienic permission
117	33.3	In Albanian - Technical Permission for Fire Protection
118	33.4	In Albanian - Rogat security company contract
119	33.5	Example of maintenance and improvement of infrastructure
120	34.0	Financial policies
121	34.1	Academic staff support in scientific, research and cultural activities
122	34.2	Student support in scientific, research and cultural activities
123	34.2.1	In Albanian - Student Fees - Senate Decisions
124	34.3	Proforma
125	34.4	Table of students with reduced fees
126	34.5	In Albanian - Payment order in some special cases
127	34.6	In Albanian - List of laboratory equipment and apparatus
128	34.7	Support for the community
129	35.0	Google classroom
130	36.0	In Albanian - Decision of Rector's Internal Evaluation Group
131	36.1	Work procedure IEG 2017
132	37.0	In Albanian - Institutional Accreditation Order
133	37.1	External Institutional Evaluation Report 2016
134	37.2	Request for international accreditation
135	37.3	In Albanian - Example of internal self-evaluation report
136	38.0	List of research projects
137	39.0	In Albanian - List of conferences organised at UAL

138	39.1	List of scientific activities with brainstorm
139	40.0	Students book - UAL Catalogue 2016 - 2017
140	41.1	List of partnerships and co-operations
141	41.1.2	Cooperation contract Dekra
142	41.1.3	Co-operation memorandum with Chieti University
143	41.2	List of student mobility
144	41.2.1	Example of student mobility in Slovenia
145	41.2.2	PhD mobility with the University of Chieti
146	41.3	Application for human research code in Euroaxess
147	42.0	In Albanian - Research activity of Academic Staff
148	42.1	List of academic staff on international and national editorial boards
149	42.2	List of academic staff who graduated outside Albania
150	42.3	Foreign lectures
151	42.4	List of continuing education activities
152	42.5	In Albanian - Academic staff scientific activity format MES
153	43.0	Social cultural activities staff
154	43.1	Gratitude certificates
155	44.1	In Albanian - Flyer
156	44.2	In Albanian - Reklama (audio link)
157	45.0	Print screen
158	45.1	In Albanian - Open lecture
159	32.0	Procedures for archive and document safety
160		In Albanian - SER
161	37.1.1	Action plan for EEV 2016

Additional Evidence (EA)

Upload No.	Evidence No.	Title
1	13.0	GID
2	EA1-1	Student representative to IQA Unit
3	EA1-3	Report of Rector in annual meeting, action plan - period of time
4	EA1-4	Examples of payments for staff and student funding
5	EA1-5.1	Communication with policy for foreign students
6	EA1-5.2	Communication with MES for diploma recognition
7	EA2-1	Request for utilisation of Aldent University infrastructure
8	EA2-2.2	In Albanian - Administrator order for extra payments
9	EA3-1	Example of curricula revised
10	EA3-2	E-mail communication and project of labour market results
11	EA3-3	Statistics of graduates in state exam
12	EA3-4	Syllabi revised example
13	EA3-6	Statistics about graduate employment
14	EA4-1.1	In Albanian - Example 2 project support
15	EA4-1.2	In Albanian - Example 1 project support
16	EA4-2.2	Memorandum Ferrara -Aldent Universities
17	EA4-3	Scientific Council annual report 2015 - 2016
18	EA4-4	Abstract book of II Scientific Conference
19	EA5-1	Promotional fairs
20	EA5-3	Orientation procedure example
21	EA5-6	Sports facilities
22	EA5-9	In Albanian - Accreditation of Nursing Programme 2016

23	EA5-4	Support for disabled students
24	EA5-5	Support for Roma and Balkan Egyptian students and community
25	EA5-7	Library fund evidence
26	EA3-5	In Albanian - Association input reflected in curricula
27	EA5-10	In Albanian - Albanian Orthodontic Society input for third cycle study programme in dentistry
28	EA5-11	Decision and plan of the Dean for DEKRA cooperation
29		In Albanian - SER2
30	EA30	SER2
31	EA31	Additional evidence list
32	EA2-2.1	In Albanian - Nomination of the Ethics Council chairperson

Further Evidence (FE)

Upload No.	Evidence No.	Title
1	FE1	Action plan provided by the Academic Senate to fulfil the recommendations during Institutional Accreditation 2016
2	FE1.1	Order of Senate on High Level of Foreign Languages and certification for 2nd and 3rd cycle programmes
3	FE2	Performance and Evaluation of Academic Staff
4	FE2.1	Staff Promotion
5	FE3	Hinari Database and budget
6	FE4	Alumni Database
7	FE5	Policy for Supporting Students with Disabilities or from Roma/Egyptian Balkan Backgrounds (Fee reductions)
8	FE6	Healthcare Provision
9	FE6.1	Hepatitis B
10	FE6.2	Health Insurance Policy
11	FE7	Student e-mail
12	FE8	PhD mobility with the University of Chieti
13	FE8.1	List of Student Mobility
14	FE8.2	Foreign Lecturers mobility
15	FE8.3	Long-term Staff Exchange

Meetings

M1 – Meeting 1
M2 – Meeting 2
M3 – Meeting 3
M4 – Meeting 4
M5 – Meeting 5
M6 – Meeting 6
M7 – Meeting 7
M8 – Meeting 8