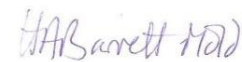# Institutional Review of Higher Education Institutions in Albania

Report of the Institutional Review of University of Arts

May 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 inform the HEIs, Albanian government, the public and students 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 self-evaluation report, a range of pertinent documents in the evidence base, the further requested evidence and meetings held with various staff, students and stakeholders

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

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

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

The context of this review

The University of Arts (UA) is the only public institution of higher education which focuses entirely on the arts. It offers the degrees of Bachelor, Master of Science, Master of Arts and Professional Master in Music, Fine Arts and Dramatic Arts. Itwas established in 1966 as the Higher Institute of Arts by merging three artistic institutions: the State Conservatory of Tirana, the School of Fine Arts and the Aleksandër Moisiu Higher School of Actors. In 1990 it became the Higher Institute of Arts with university level recognition by the government and in 2011, the University of Arts. UA is made up of three faculties: the Faculty of Dramatic Art; the Faculty of Fine Arts; and the Faculty of Music. It offers programmes which are supported by its research and professional performance activities in the following fields: music, including interpretation, composition, musicology, conducting, education; dramatic art, including acting and theory, scenography-choreography, theatre directing, film and television directing; and fine arts, including painting, sculpture and applied arts.

UA has developed a wide range of agreements with professional arts institutions, such as Albanian Radio and Television, The National Theatre of Opera and Ballet of Albania, The National Theatre of Albania and local businesses and institutions to establish and promote effective relationships between research, creative production and community interests. It pursues an active policy of participation in international artistic projects with institutions in Europe and beyond, which reflects its mission and vision to support, improve and expand Albanian cultural life in and out of the country.

Summary report

UA is a public institution with facilities located in Tirana. It offers first-cycle and second-cycle programmes delivered in Albanian. Three faculties make up the University: the Faculty of Dramatic Art; the Faculty of Fine Arts; the Faculty of Music. Its mission is to deliver artistic professional education and the realisation of artistic and scientific projects in the fields of music, dramatic art and visual and applied arts by strongly supporting the preservation of past tradition and ensuring a level of the highest quality in all areas where the institution operates. In 2016-17 UA had 993 students enrolled on full-time programmes.

A self-evaluation report (SER) was developed bya team of 18 people at UA which included senior managers, academic staff, support staff and a student representative. Individual faculties established working groups, and drafts were circulated within the institution before going to the Rector for final approval. The quality of the self-evaluation report was poor. Too often it did not reference in sufficient detail, which meant that the review team could not easily evaluate or examine the broad assertions and statements that it made. The UK reviewers were also unable to read most of the evidence provided because the majority of it was not translated into English.

The visit took place over two days on 15 and 16 May 2017. The review team was made up of three senior higher education reviewers from theUK and one experienced higher education member of staff from an Albanian institution who did not speak English. 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 the portfolio of supporting evidence eight weeks in advance of the review visit, later supplemented by additional documentation requested. In all, some 587 documents were providedto enable the review team to familiarise themselves with the structure, policies, management procedures and nature of teaching and research activity undertaken by UA. Evidence included the Statute of the University, academic regulations, annual reports, admission and orientation procedures, lists of external agreements and memoranda, examples of programme information and evidence of deliberative meetings.

The review team met with senior managers, students, lecturers, administrative and support staff, as well as external partners, employers and alumni during the review visit. Discussion supported the clarification of procedures, responsibilities and viewpoints. Notes were taken at all meetings by both UK and Albanian participants. As part of a tour of the campus the review team viewed the library, teaching areas, performance areas, a gallery and offices. They also saw a demonstration of UA's online and electronic information systems.

The standards for the organisation and its management are fully met. The review team identifiedone feature of good practice and no weaknesses.The effective organisation and open debate illustrate the collegiate operation. The Strategic Plan is wellaligned with UA's mission and vision to remain the largest and best centre of university education, research and professional training for arts specialists in Albania, although the financial challenges remain formidable. Future developments include the introduction of the third cycle of studies and various new programmes to address employment opportunities for students who will not succeed at the top levels of artistic endeavour. The review team identified as good practice the network of extensive collaborations and agreements that address regional, national and international artistic excellence, including those which provide services to students and help the UA enhance its provision.

The standards for resourcing are substantially met. The review team identified two features ofgood practice and one standard that is not fully met, *Chapter III Standard IV.3*, but this

does not present any serious risks to the management of the area.UA is competently managing its financial and material resources to deliver quality arts education to its students. Good practices identified are that all academic and support staff are involved in arts activity outside of UA, which contributes to the social and cultural life of Albania, and the easy availability of an extensive archive of historical activities, which enables students to access previous students' work as well as Albanian films and music scores. Thereis a weakness in a general reluctance to reflect on teaching methodology and there is no specific training in teaching methods other than the approach of learning from others and starting teaching experience through the delivery of seminars. The review team, therefore, recommends that UA should create a plan for initial and continuous teaching improvement and implement it.

The standards for the curriculum are substantially met. The review team identified two features of good practice and two standards that are not fully met, **_Chapter I Standard I.5_** and **_Chapter I Standard I.12_**, but this does not present any serious risks to the management of the area.UA's mission is focused on artistic professional education and the realisation of artistic and scientific projects in the fields of music, dramatic art and visual and applied arts. The review team identified good practices in the focus on theUA vision that was shared by staff and students across the institution and the opportunities for early stage practice which enable students to gain experience of performance in a professional setting. The inability to pay part-time lecturers in a timely manner in the recent past is a weakness that has led to significant difficulties in organising programmes of study and the review team recommends that UA should take steps to ensure that it can pay all staff in accordance with contractual obligations.There is no significant training for a career other than that of becoming a professional artist, which is a weakness, and the review team recommends that UA should review its curriculum to offer more career transferable skills.

The standards for the management of teaching, learning, assessment and research are fully met. The review team identified two features of good practice andno weaknesses.Students' study programmes are effectively organised and defined by UA regulations. Scientific research in the specific context of UA is equated to artistic creativity, and output is organised at departmental level. Good practice includesthe recruitment of artists and performers of the highest quality in the country to support teaching and research activity. UA creates opportunities for academic staff and students at all levels to realise and present their ideas, talents, projects, and creativity. It provides facilities, halls, staff, instruments, scenes, spaces and infrastructure for these purposes. The fact that academic staff produce creative work at an international level also represents good practice.

The standards for students and their support are fully met. The review team identified two features of good practice andno weaknesses.Good practice includesthe individual student/ lecturer mentoring relationship that continues throughout each student's programme, but also beyond graduation as artists develop their careers, and the particularly good careers support provided by the UA for its students. The review team affirmsthe Information Management section of UA'sinitial work to gather student employment data and statistics through social media and plans to develop the current incomplete process to encompass all student graduates. Students spoke warmly of being surrounded by a variety of artistic practice and cultures.

The review team concluded that the State Quality Standards are fully met in three areas and substantially met in two areas.

Summary of findings

Good practice

The review team identified the following features of good practice:

- the extensive collaborations and agreements that promote regional, national and international artistic excellence(paragraph 1.15; *Chapter III Standard III.3*; *Chapter III Standard III.4*)
- all academic and support staff are involved in arts activity outside of UA which contributes to the social and cultural life of Albania(paragraph 2.3; *Chapter III Standard IV.4*)
- the easy availability of an extensive archive of historical activities that enables students to access previous students' work as well as Albanian films and music scores(paragraph 2.9; *Chapter III Standard VII.4*)
- the focus on the UA vision that was shared by staff and students across the University (paragraph 3.1; *Chapter I Standard I.1*)
- opportunities for early stage practice which enable students to gain experience of performance in a professional setting(paragraph 3.12; *Chapter I Standard I.11*)
- the recruitment of artists and performers of the highest quality in the country to support UA's teaching and research activity (paragraph 4.5;*Chapter I Standard II.4*)
- academic staff produce creative work at an international level(paragraph 4.6; *Chapter II Standard I.1*)
- the individual student lecturer mentoring relationship that continues throughout each student's programme and beyond graduation as artists develop their careers (paragraph 5.4; *Chapter I Standard III.3*)
- the particularly good careers support provided by the UA for its students (paragraph 5.11; *Chapter I Standard III.9*).

Weaknesses

The review team identified the following weaknesses:

- the lack of consistent and effective training in teaching methods for academic staff (paragraph 2.2;*Chapter III Standard IV.3*)
- the inability to pay part-time lecturers in a timely manner in the recent past which has led to significant difficulties in organizing programmes of study(paragraph 3.6;*Chapter I Standard I.5*)
- no significant training for a career other than that of becoming a professional artist(paragraph 3.13;*Chapter I Standard I.12*).

Recommendations

The review team identified the following recommendations:

- for immediate attention UA should create and implement a plan for initial and continuous teaching improvement(paragraph 2.2; *Chapter III Standard IV.3*)
- for immediate attention UA should take steps to ensure that it can pay all staff in accordance with contractual obligations(paragraph 3.6; *Chapter I Standard I.5*)

- for immediate attention UA should review its curriculum to offer more career transferable skills (paragraph 3.13; *Chapter I Standard I.12*).

Affirmation of action being taken

The review team affirms the following action already in progress:

- the steps being takenby UA's Information Management sectionto develop the current incomplete process of gathering student employment data and statistics to encompass all student graduates(paragraph 5.11).

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

Summary Judgement

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

Detailed report

Evaluation Area 1: The Organisation and its Management

1.1   The University of Arts (UA) governance and regulatory frameworks comply with the legislation in force aligned with its missionand objectives. It operates in accordance with Law no. 9741, dated 21.5.2007, 'For Higher Education in Republic of Albania' and its amendments, as a public higher education institution according to the 125 articles of its internal legal Statute and 86 articles of its two cycle Regulations. **[SER p.7; 1.0; 1.2; 1.3]**UA also has additional internal regulations at Faculty level. **[SER p.7; 3.33]** It regularly updates its Statute and Regulations to changing circumstance, the most recent being the reorganisation of departments in the Faculty of Performing Arts. **[SER p.7; 1.1, p.3-4]** UA recognises that it will need to update its Statute and Regulations further as a result of the new Law No. 80/2015, dated 0709.2015, 'On Higher Education and Scientific Research in Higher Education Institutions in the Republic of Albania'. **[SER p.7]**[*Chapter III Standard 1.1*]

1.2   UA is efficiently managed. The Statute provides guidance on the management of UA and the Regulation provides guidance on itsadministration.**[SER p.8; 1.0; 1.2; 1.3]** The internal management bodies are the Academic Senate, the Administration Council, the Rectorate, the Council of Ethics, the Council of Professors, and the Faculty Councils and Department Councils.**[SER p.7-8; 1.1 Articles 9-36; M11]**UA management authorities are the Rector, the Vice-Rectors, the Deans of Faculty, the Vice-Deans of Faculty and the Heads of Department. **[SER p.8; 1.1 Articles 38-49, 54-56]**The Rector, Deans and Heads of Department are elected by secret ballot, the first by all members of UA including students, the second by all members of the relevant faculty including students and the last by only the academics of the relevant department. Different groups have differing weights in the counting: an academic staff vote always counts as 1, a student vote count as .2 and a non-academic staff vote counts as .05.**[1.1 Articles 40.1,40.3, 44.1, 44.3, 48.1]**After receiving requests and information from all of the offices and departments of UA, the Rectorate designs the budget and proposes it to the Academic Senate, where it is discussed and approved with the majority of members' votes. **[SER p.7; 1.1 Statute of UART, Articles 9, 2.c and 18, 1.d; M3;M4; M15]** It is then sent to the Administration Council for final approval by two-thirds majority and submission to the Ministry of Education and Sport.**[1.1 Statute of UART, Article 20, 2.b] [***Chapter II Standard I.2***]**

1.3   The three faculties and nine departments operate in the spirit of academic freedom. **[1.1 Article 6]** The Faculty Council is a collegial decision-making body within each faculty. It oversees a range of operations based on the proposals of the departments, including those for the use of human and material resources, for new study programmes and for research. It also oversees departmental changes, financial management and preparation of the annual report and the strategic development plan. **[SER p.8; 1.1 Articles 31-34]** The Council of Professors is not currently functioning because of the new law. **[M2] [*Chapter II Standard I.2*]**

1.4   The collegial bodies,such as the Administration Council and the Council of Ethics at university level and Faculty Councils and the Council of Professors at faculty level, meet periodically and constructively debate matters related to a range of important university business, including the budget, the Strategic Plan and the Annual Report. They also debate more local matters, such as teaching workloads, guest lecturer duties and minor curriculum changes. **[SER p.13; 1.1 Articles 20-36; B.4 items 5 and 6; M11]** A proposal needing action typically moves from Department Council to Faculty Council to Academic Senate. **[M4; M11; M15]** The Academic Senate and Administration Council meet once a month;

[SER p.9; 1.1 Articles 13.1, 24.1] the Rectorate meets at least once every two weeks. **[1.1 Article 13.1]** The agenda and meeting materials for discussion are made available to participant members at least seven days before meetings in the case of the Academic Senate and Administration Council **[SER p.9; 1.1 Articles 13.3, 24.3]** and at least three days before meetings in the case of the Faculty Councils. **[1.1 Article 34.2]**The Articles do not mention a monitoring process to action decisions made in meetings. **[1.1 Articles 9-27, 31-34]** Staff said that they used action plans, **[M2;M11]** but the evidence provided is not an action plan. The minutes are in Albanian and so it is impossible to check for other forms of monitoring.**[C.6] [*Chapter II Standard I.3;Chapter III Standard II.3*]**

1.5   There are a number of internal mechanisms which ensure the efficient functioning and monitoring of UA within its autonomous limits, including the management functions of the Vice-Rectors and Vice-Deans, working groups for each faculty for supervision and internal quality evaluation, and a specific article in its Statute. The article outlines UA's self-governance, the organisation of its internal structures and activities, the design of its study programmes and research projects, and the right to raise funds and to make independent agreements. **[SER p.9-10; 1.1 Article 2.1.a-2.1.d]** UA has not engaged external consultants to assist in its proper functioning. **[SER p.9]** UA organises itself in such a way as to enable itself to take advantage of EU schemes (see paragraphs 1.13 and 3.1).**[SER p.9][*Chapter III Standard I.4*]**

1.6   UA's nine-part Strategic Plan is well-aligned with its institutional mission and vision. **[SER p.10; 1.4; 1.1 Article 3]** The Rector led on its construction, with wide participation from governing bodies, Heads of Faculty, academic staff, non-academic staff and students. **[M3; M13]** UAhas a strategic vision to remain the largest and best centre of university education, research and professional training for arts specialists in Albania and to position itself favourably in a wider international perspective. **[1.4 p.2, p.7; M3]** Some of the priorities expressed in the Strategic Plan are quality assurance, international cooperation, artistic composition, scientific research and international partnerships. **[1.4 p.14-23]** UA repeatedly told the review team that the realisation of the developmental strategy is, however, severely hampered by a shortage of funding.**[M1; M2; M3; M4; M5; M11; M12; M13][*Chapter III Standard I.5*]**

1.7   All members of the academic staff have an opportunity to participate in the construction of the Annual Report. **[M11]** Various reports, such as those from the Heads of Department, are sent up the management chain to the Rector, who then prepares a final overall universityAnnual Report and submits it to the Academic Senate for approval before it is sent to the Ministry of Education and Sport and published on UA's website. **[SER p.11-12; 1.1 Articles 9.2.h, 18.2.b, 116.6; M2; M11]** Its constituent components are widely discussed across UA at, for instance, Faculty Councils. **[SER p.11; 1.1 Article 31.1.d]**The absence of an English version of the Annual Report beyond its first five pages hampered the team in assessing its likely effectiveness. The Annual Report contains UA's Mission and objectives, followed by a description of learning, academic and scientific activities for the year. Even though it is not translated, it is clear that UA's artistic activity and output is vast. The plan appears to end with student achievement data broken down by departments. **[B.5; C.3][*Chapter III Standard I.6*]**

1.8   UA has appropriate structures to accomplish its mission and purpose. **[1.0 Article 3]**UA conducts its activity with respect for the principle of institutional autonomy and academic freedom, as expressed in its Statute and regulations. UA consists of three faculties and nine departments. **[1.1 Article 6]** The faculty is the main unit, **[1.1 Articles 4 and 5]** the department is the basic unit of teaching, scientific and artistic research, and has more than seven effective members of the academic staff, who have scientific degrees and academic titles. **[SER p.13; M11]**UAoffers study programmes in the first- and second-study cycles in three faculties and nine departments.**[1.1 Articles 2 (partic. 2.2), 6; 1.2Articles 1,**

2; 1.3 Articles 1, 2] UA is planning to introduce a new degree next year, a Master of Science in Teaching Art,**[SER p.13; 1.1 Articles 57, 58, 61, 65, 67, 72, 74]**and to develop a third cycle of study programmes, for which there is provision in its Statute. **[SER p.11, p.37. p,. 67; 1.1Article 75;M3]** The review team was told that UA had very recently received accreditation to deliver third-cycle studies. UA has its official website. **[**www.ua.edu.al; **checked 04/04/17][***Chapter III Standard II.1*]

1.9   Although UA does not systematically conduct market research to accomplish its mission and purpose, it is fully engaged with and has up-to-date knowledge of regional and national economic development in the arts because of its close ties to the arts market through its teaching staff, its alumni, its wide cooperation with artistic organisations, and its direct work in the entire artistic world (see paragraphs 1.11 to 1.14). Because of its intimacy to the arts world and the reliance on close personal contact on a regular basis, UA has not, in the past systematically gathered a great deal of information regarding regional economic development. Although some employment information is held at departmental and faculty level, UA now recognises that it needs a more formal mechanism to gather and store information on its graduates' employment. It has begun to develop a system on social media to do just that (see paragraph 5.11).**[SER p.14; M3; M4; C.4;** https://www.linkedin.com/edu/akademia-e-arteve-trian%C3%AB-10006**]** UA also recognises that not all of its graduates will succeed as top artists and is therefore broadening student employment opportunities by developing new programme initiatives, such as the launch of a new Bachelor in Music Education and the proposed new Bachelor Teacher in Arts. **[SER p.14] [***Chapter III Standard III.1*]

1.10   UA considers collaboration, particularly at the international level, an essential part of its activity, **[SER p.14; 1.4 Chapter 6, p17-21]** although it also recognises that there are substantial financial obstacles to realising this part of its strategy. **[1.4 Chapter 6, p.22-23]** Throughout the visit, the review team heard of a wide range of regional, national and international collaboration. Many of these originated through the personal contacts of the numerous internationally known artists at UA. Some of the local and Tirana-based international collaborations also provide professional practice placements for students. **[1.4 Chapter 6, p.17; 3.39]** Many professionals in the arts actually teach part-time at UA **[M8]** and most of the over 80 projects that UA engaged in this year were with or from its alumni. **[M8]** The following are only a few of the many UA collaborations.**[***Chapter III Standard III.2***; *Chapter III Standard III.3***; *Chapter III Standard III.4*]**

1.11   At the local level, UA recruits many of its students from the Tirana Lyceum, a leading arts high school in the city. **[M2]** It also cooperates with Alliance Francaise, the Italian Cultural Institute, the Goethe Institute and the British Council. **[M3]** A music staff member coordinates the seasonal concert series in Tirana. **[M13]** One interesting partner is the Organisation for Security and Cooperation in Europe (OSCE), who held a competition for students in 2010 for a project to raise awareness of domestic violence. They were pleased with the work of the students who won the competition and intend to repeat the exercise in the near future, next time for a project to consider the past and violent extremism. It is noteworthy,because of the political nature and accountability of their organisation, that they are coming back to UA. **[M8]** A local financier of animation and short films integrates some of his work into student projects.**[M6]** A creative centre for designers in fashion and accessories will open later this month for whom students created a new brand, and the whole operation will roll forward for next year's students to do other projects.**[M8]** The one manufacturer of art jewellery in Tirana has employed UA students since it began operation because, in his opinion, they are the only ones that understand the finely detailed graphic design of the product from the first moment they start work. **[M8][***Chapter III Standard III.2***; *Chapter III Standard III.3***; *Chapter III Standard III.4*]**

1.12   At the national level, an opera class performs at least four times a year all over

Albania.**[M3]** A leading school of choreography offered placements and hired some of the students who took part. **[M8]** All of the singers at The National Theatre of Opera and Ballet of Albania come from UA, and its general director mentioned that a recent graduate, who won a top prize, is now singing at La Scala opera house in Milan.**[M8]** Students also regularly train and sing at the national opera house, for which they receive credit for their study programme. **[M11]** Albanian radio and television have signed agreements with UA and employ graduates as directors, announcers and cultural journalists. **[M8]** The Experimental Theatre in Tirana employs students and lecturers, and staff direct productions at the National Theatre.**[M8; M12]** Artists exhibit in the UA art gallery, which UA staff consider the finest gallery in the country. **[M12][*Chapter III Standard III.2*; *Chapter III Standard III.3*; *Chapter III Standard III.4*]**

1.13   At the international level, many staff perform and show their work in festivals in the USA and Europe, including the Giffoni Film Festival, Italy and the Prague Film School. **[M3; M4]** Students perform opera in the halls of Kosovo, Montenegro and Italy.**[M3]** Erasmus projects take place with partners in Norway, Italy, Germany and Spain.**[M3; M4; M5; M14]** Former students are currently working all around Europe.**[M3]** There is a project with Loyola University in New Orleans on a topic of recycling, and American students come to Tirana. **[M3]** UA students go to Siena Art Institute. **[M4]** Masterclasses with international figures,such as the Italian artist Marco Veronese who was in residence the week before the review, are a feature of the teaching.**[M13; M5]** UA welcomes a large number of guest lecturers from international institutions and accommodates them according to its Statute.**[1.1 Article 97; M11]** Students performed with school orchestras in Kosovo and Montenegro,**[M6]** danced in Turkey**[M6]**and acted in a Swiss theatre production in Geneva.**[M6]** Foreign film directors are satisfied with actors from UA.**[M8]** Staff artists exhibit in galleries around the world, including in New York and in Paris. **[M12]** UA also works with the Conservatoire of Udine, the Conservatoire of Paris and the University of Arts, Vienna to realise various projects. **[1.4 Chapter 6, p.17; 3.39][*Chapter III Standard III.2*; *Chapter III Standard III.3*; *Chapter III Standard III.4*]**

1.14   UA works with a number of partners to help deliver its curriculum. Architecture and fashion textile students study at the facilities of the Polytechnic University of Tirana once a week. **[M6]**Staff and students regularly make use of performance space in the National Theatre for drama **[M13]** and of printing shops in Tirana for graphic arts.**[M13][*Chapter III Standard III.3*]**

1.15   The extensive collaborations and agreements that promote regional, national and international artistic excellence are a feature of **good practice.[*Chapter III Standard III.2*; *Chapter III Standard III.3*; *Chapter III Standard III.4*]**

Findings

Good practice

The review team identified the following feature of good practice:

- the extensive collaborations and agreements that promote regional, national and international artistic excellence(paragraph 1.15; *Chapter III Standard III.3*; *Chapter III Standard III.4*)

Weaknesses

The review team did not identifyany weaknesses.

Recommendations

The review team did not identify any recommendations.

Affirmation of action being taken

The review team did affirm any actions already in progress.

Judgement

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

Evaluation Area 2: Resourcing

2.1   UA has integrated academic staff and assisting teaching, scientific staff and administrative staff.**[M4]** It operates an open, competitive and objective process for all appointments. To meet UA teaching needs, Department Heads and Faculty Deans draft the requirement for additional staff which goes forward, through facultycouncils to the Academic Senate for approval. The criteria drafted for each post are in accordance with legislation, UAStatute and regulations, and the requirements of the departments.**[1.12; 2.1.1; 2.1.2; 1.1 Articles 97, 98, 99, 100]**UA publishes employment criteria for each vacant job position from each faculty.**[1.1 Articles 99, 100; 1.14; 1.15]**The Rector completes the contract with the successful candidate in accordance with the law in force,'On Higher Education in Republic of Albania',and the Labor Code of the Republic of Albania. **[SER p.18; 2.1.1; 2.1.2; 2.1.3;]** UA maintains a balance of full-time andpart-time academic staff and guest or contracted academic staff, by giving priority to the second cycle of study being underpinned by research activity. UA has the responsibility to hire professors to ensure the best possible education and professional support for its students. It follows a policy of integration of the different categories of staff, which includes the implementation of meetings across the institution for various interest groups. **[M1; M2]** [*Chapter III Standard IV.1*; *Chapter III Standard IV.2*]

2.2   UA adheres to a training plan according to its development strategy, through the achievement of qualifications and specialisations both within and beyond the country. Work performance is assessed as stipulated by the Academic Senate, using information from student questionnaires, results of examinations and the annual appraisal. **[4.10.2; 4.10.3; M4]** UA engages foreign professors in commissions and panels of staff promotion to the academic titles 'Associate Professor' and 'Professor'. **[4.1.2; 4.1.3]**Lecturers start their practice byleading seminars.They learn their teaching techniques from their Professor and other colleagues, as well as through observing a range of approaches to their subject by staff from other universities. The lack of consistent and effective training in teaching methods for academic staff is a **weakness**.The review team therefore **recommends**for immediate attention that UAshould create and implement a plan for initial and continuous teaching improvement. **[M4;M11; M13]** [*Chapter III Standard IV.1*; *Chapter III Standard IV.2*; *Chapter III Standard IV.3*]

2.3   UA pursues a very good social policy for its staff, students and the wider general public. It organises social activities on various holidays and undertakes other initiatives in cooperation with other institutions and in the service of the community. It supports and develops social dialogue and an active civic life through theatre, opera, concerts and exhibitions such as European Day, which it celebrated with a special concert. Open examinations are also made into special occasions for the public and students working with high schools. **[M5; M6]** UA's orchestra has performed in the American hospital and individuals have sung the national anthem at sports matches (see also paragraphs 1.11 to 1.15). **[M5, M6; M8]**The fact that all academic and support staff are involved in arts activity outside of UA which contributes to the social and cultural life of Albania is a feature of **good practice.**[*Chapter III Standard IV.2;Chapter III Standard IV.4*]

2.4   UAuses individual employment contracts that set out staff duties and responsibilities. It also implements clear rules for assigning responsibilities under the respective functions pursuant to its Statute and regulations for its base units. **[C.5 T; 4.1.1; 4.1.4; 4.1.5; 4.1.6; 4.1.7; 4.1.8; 4.1.9; M1]**[*Chapter III Standard II.2*]

2.5   UA is funded by transfers in the form of grants from the state budget and income generated from other sources. **[1.1 Article119, 1.a]**The budget compilation is undertaken in accordance with standards set by the Ministry of Finance.**[1.1 Article 121.2]** The draft budget is informed by proposals from the departments, faculties and the Rectorate and, after

discussion, is approved by the Academic Senate. It then passes to the Administration Council, where, after approval, is sent to the Ministry of Education and Sport (see also paragraph 1.2 above). **[1.1 Article121.1-3; 2.5.1]** [*Chapter III Standard VI.1*]

2.6   The structure of the financial management of UA is on its official website and in its published organisation diagram. UA follows a transparent policy of financial resource distribution. This is accomplished through the analytical report submitted to the Academic Senate and the Administrative Council for discussion and approval, and the transfer of all financial transactions only through the treasury system. **[1.1 Article 118.3; Staff questionnaire;M1, M3, M4; M11]** Financial resources are used according to the rules and standards of a public organisation of higher education. UA implements accounting rules which are the same as those for other publicinstitutions, based on Law No. 9228, dated 29.04.2004,'On Accounting and Financial Statements', amended, Instruction No. 30, dated 27.12.2011,'On the management of assets in public sector entities'. **[1.1 Article121.4]** UA has analysed its monitoring of its financial policy, which reflects its economic indicators. **[SER p.22; 2.6.1; 2.5.1]** [*Chapter III Standard VI.2*]

2.7   UA undergoes external financial audit by the administrative structure of the Ministry of Education and Sport. **[1.1 Article 122.1; 2.7.1]** The financial audit report is discussed at the meeting of the Administration Council, published on UA's website and also made public to students on an internal information board. **[1.1 Article 122.4]** [*Chapter III Standard VI.3*]

2.8   UA has an adequate electronic information management and administration system. It collects, analyses and uses relevant information for effective management of academic life and the activities associated with it. This process is carried out in conformity with the requirements of the Commissioner for the Protection of PersonalData. **[SER p.23; M2;M5; M6]** The Albanian Academic Network, in cooperation with UA's Information Technology Department, has implemented ESSE3, a system for the management of the programmes of studies and curricula. The system is tested for protection against failure and disaster. **[SER p.22]** Digitalisation of curriculum and administrationstarted in the academic year 2013-14. Processes that can be administered electronically include the management of student documentation, exams and fees. All students have individual access to the system and an email account. **[SER p.22; M2;M5;M6]** [*Chapter III Standard VII.1*]

2.9   The library has two information systems, an integrated management system of physical holdings and online catalogue, and the digital archive, which was created through a project with the World Bank. Each system possesses protection from disasters and has beentested. The library also owns an archiving network space for backup of study and administrative materials. The library possesses a simple server with audio material to meet the teaching and learning needs of the Faculty of Music. The library'sdigitised collection of audio tape is stored in a separate archiveunit. The Faculty of Dramatic Art owns a network space where film works are catalogued and stored on DVDs, which is especially useful for those planning a career in TV directing. **[SER p. 3-24; 2.12.1; M4, M5, M6,M10; M12]** The library holds UA's extensive archive of its own historical activities, and its open source facility allows these to be shared internationally. The easy availability of an extensive archive of historical activities that enables students to access previous students' work as well as Albanian films and music scores is a feature of **good practice**. Through the portal, students and lecturers can access electronic resources and information about various events, such as workshops, masterclasses, national and international competitions, exchange programmes, exhibitions, classes and exams(see also paragraph 5.7).**[M2, M5, M6; M10]** [*Chapter III Standard VII.1*; *Chapter III Standard VII.2*; *Chapter III Standard VII.4*]

2.10   UA has five servers and two network storage units. Facilities and main laboratories are equipped with computers for use by students and for teaching purposes, such as film processing and production laboratories for the Faculty of Dramatic Art, and a black-box

performance hallequipped with a computer in the control room for the audio system and multimedia projection. Classrooms and lecture halls are connected to the computer network and wireless infrastructure. **[SER p.25; Student questionnaire; M2;M5;M6;M10]**Somecapacity has been created for conducting distance learning, such as a new lecture hall in the Faculty of Music, which has connectivity to the electronic library resources, central audio system, and aunit dedicated to videoconferencing, but UA does not currently offer distance learning. **[SER p.25, Student questionnaire; M2;M5;M6; M10]** **[*Chapter III Standard VII.2*]**

2.11   UA conducts a periodical control of assets to set priorities and on this basis plans services and investments;it drew upmasterplans in 2011 and 2014. It has detailed evidence of its real estate, including a physical inventory of buildings, initial and updated construction projects, a plan for the function of each learning environment and surface statements for each learning environment. A feasibility study is currently in place regarding expansion, restructuring and reconfiguration of UA real estate, which includes referral to the curriculum, the teaching schedule and the number of students compared to international standard norms and orientation. **[1.1 Article 123; 2.10.1; 2.12.1; M3][*Chapter III Standard VII.3*]**

2.12   UA is located in the centre of Tirana and in buildings which have the status of a cultural monument. **[2.12.1; M10]** UA manages its assets to support its work with practice rooms, performance areas for theatre and music, a public gallery for exhibitions, and more general teaching accommodation. Practice spaces are not well sound-proofed and fine arts and fashion students have limited space. UA lets out its concert hall and works with other organisations in Albania, such as the National Theatre and Experimental Theatre to share performance space. **[1.1 Article 2; 2.13.1; M3, M4, M5, M6, M10; M13; Student questionnaire] [*Chapter III Standard VII.5*; *Chapter III Standard VII.6*]**

2.13   From the analysis of all the indicators that affect the built environment that the review team could examine, UA meets the criteria required in the Standards. There are buildings that have more than two exits allowing the immediate evacuationin cases of danger. Students, however, have concerns about noise and temperature. Access for those with a disability is poor. **[Student questionnaire, 2.14.1; 2.14.2; M5; M6] [*Chapter III Standard V.1*]**

2.14   Academic activity is regularly processed electronically. The educational secretaries develop and store the main cataloguing and archive for each faculty, which exists in hard copy and electronically. These are maintained locally as well as on a central server and have been tested for protection against disasters.**[SER p.24; 2.15.2; M2, M5][*Chapter III Standard V.2*]**

Findings

Good practice

The review team identified the following features of good practice:

- all academic and support staff are involved in arts activity outside of UA which contributes to the social and cultural life of Albania (paragraph 2.3; *Chapter III Standard IV.4*)
- the easy availability of an extensive archive of historical activities that enables students to access previous students' work as well as Albanian films and music scores (paragraph 2.9; *Chapter III Standard VII.4*)

Weaknesses

The review team identified the following weakness:

- the lack of consistent and effective training in teaching methods for academic staff(paragraph 2.2; *Chapter III Standard IV.3*).

Recommendations

The review team identified the following recommendation:

- for immediate attention UA should create and implement a plan for initial and continuous teaching improvement(paragraph 2.2; *Chapter III Standard IV.3*).

Affirmation of action being taken

The review team did not make any affirmations.

Judgement

The Standards for Resourcing are substantially met.

Evaluation Area 3: The Curriculum

3.1 UA has developed its programmes of study and curricula in line with its Strategic Plan 2014-19. This document sets out UA's vision to develop itself as a centre that combines academic research with the highest level of preparation and training in the practice of the creative arts. It also sets out the ways in which UA seeks to maintain the currency of its programmes and their relevance to the need to ensure graduates' employability. **[1.4]** UA's programmes of study have been developed in accordance with the Strategic Plan. It offers 32 programmes at Bachelor's level (first cycle) and 32 programmes at Master's level (second cycle), including Professional Master's (requiring 60 European Credit Transfer System (ECTS) credits), and Master of Fine Arts and Master of Science (requiring 120 ECTS credits). **[3.1]** At present, there are no third-cycle programmes, although UA has applied for and received the necessary permission to introduce them. **[1.4; M1]** The review team was impressed by the ability of staff and students at all levels to articulate a clear vision for UA and to translate this into a supportive environment in which students are able to develop their individual talents and academic staff are able to produce creative work. The review team considers the focus on the UA vision that was shared by staff and students across the University to be a feature of **good practice**. **[M1; Student questionnaire]**[*Chapter I Standard I.1*]

3.2 UA's programmes are publicised to potential students through its website and on social media. UA maintains contact with school administrators and has close links with arts-oriented high schools, for example the Tirana Lyceum. **[SER p.36]** Admission for first-cycle programmes is a two-stage process. All students who have completed the Matura are eligible to compete in selection tests and auditions organised by UA.There is strong competition for places on many of the programmes, and the applicants' performance in the selection tests and auditions are given particular attention in admissions decisions. Admission to second-cycle programmes requires a relevant first-cycle qualification and success in open audition-based competition. **[SER p.36]** Competitions at both levels are subject to the authority of the Academic Senate. **[3.19; 3.20]** Regulations for admission are kept under regular review by departments, and any changes proposed are approved by the Academic Senate. **[SER p.36; B.5 p.6-7]** Students are admitted from outside Albania, subject to a quota system. **[SER p.37]** Procedures for assessment of student work are clearly set out in the relevant set of degree regulations. **[1.2; 1.3]** [*Chapter I Standard I.1*]

3.3 At present, UA offers only full-time programmes of study and does not intend to introduce part-time study routes. **[SER p.37]** UA's Strategic Plan makes a commitment to the promotion of lifelong learning. It fulfils this through the organisation of summer schools and other programmes aimed, for example, at school teachers. **[1.4 p.3; M4]** [*Chapter I Standard I.2*]

3.4 Programmes of study in both cycles are developed by departments and approved by the Academic Senate and Council of Administration. Regulations set out clearly what has to be included in a proposal for a new programme. **[1.2; 1.3]** The focus of first-cycle programmes is on basic artistic and professional training. Second-cycle programmes aim to enhance the artistic levels and also include training in education. **[SER p.38]** Completion of a second-cycle programme requires the submission of a diploma thesis that counts for approximately 22 per cent of the credit required. Work for the diploma thesis can be conducted at partner institutions elsewhere in Albania or abroad. **[SER p.43]** [*Chapter I Standard I.3*]

3.5 Programmes of study are confirmed on an annual basis by the Academic Senate, which contains student representatives. Where a department or faculty wishes to propose changes to the curriculum, it can do so. **[1.2; 1.3; C.7]** Foreign languages, especially English

and French, are an integral part of the curricula of all programmes of study at UA. [*Chapter I Standard I.4*]

3.6   Teachers at UA sign individual agreements each year that set out in detail their teaching obligations. [**3.28; 3.29**] The agreements also cover the scientific and artistic activity that the individual is expected to engage in. [**SER p.40**] The majority of the teaching is conducted by full-time staff, but each programme of study also makes significant use of external teachers with specialist skills. At both first and second-cycle levels, nearly 30 per cent of the teaching is provided by such part-time teachers. For financial reasons, UA is not able to pay its staff additional compensation for hours worked beyond those agreed, although in practice full-time teachers regularly exceed their agreed hours by a substantial margin. [**SER p.39-40**]The review team was informed that the intensive teaching methods at UA cost at least six times per student as the average at other Albanian universities. [**M1**] The inability to pay part-time lecturers in a timely manner in the recent past which has led to significant difficulties in organising programmes of study is a **weakness**.[**B.4 p.5**] The review team**recommends**for immediate attention that UA should take steps to ensure that it can pay all staff in accordance with contractual obligations.[*Chapter I Standard I.5*]

3.7   Information for enrolled students about UA's programmes of study is provided through printed material. [**3.4; 3.7; 3.8**] Information is also available on the UA website, and students commented that they made use of it. [http://www.uart.edu.al; **M5**] During the student's time at UA, he or she is expected to remain in touch with the administrative staff and also to make use of his or her personal account on the UA information system, in order to find out further information. [**M2**] Outlines of the curriculum for each programme are sketchy, but syllabuses for each course set out clearly the learning outcomes expected, the assessment regime, grade descriptors and the organisation of the course. A standard form is used for most but not all the syllabuses. [**3.7; 3.8**] Students who complete their courses of study are issued with a formal diploma. A diploma supplement in Albanian and English sets out in detail the programme of study they have followed, including the course objectives, and the grades obtained. [**3.23.1; 3.23.2**] [*Chapter I Standard I.6*]

3.8   First-cycle programmes at UA require three years and the achievement of 180 ECTS credits. The focus of all the programmes, in accordance with the mission of the institution, is to achieve the highest standards of performance and artistic practice. At the same time, the curriculum allows some space for the study of English and other contextual courses. [**3.7**] The nature of the programmes offered at UA makes transfer from other institutions not feasible, although intra-institution transfer is possible. [**SER p.41-2**] Completion of a first-cycle qualification is designed to create employment possibilities, but at present government regulations mean that graduates from UA are not able to compete for teaching positions in the Albanian school system. [**SER p.42**] [*Chapter I Standard I.7*]

3.9   Students at UA are expected to work closely with their individual teachers, and the principal teacher in the student's area of study is expected to take responsibility for directing and advising the student. [**SER p.42**] Administrative staff are also expected to play a significant role in orienting the student and informing them of programme requirements. [**5.5**] Students have personal accounts on the UA student portal, and are expected to access the information about their programmes of study through this means. [**SER p.42; M5; M6**] Teaching methods rely heavily on personal contact between student and teacher, especially in the artistic and performance areas. [**M5 M6**]73 per cent of teaching is carried out by full-time staff, with the balance allocated to guest lecturers with specialist skills and experience. [**SER p.42**] [*Chapter I Standard I.8*]

3.10   UA's second-cycle programmes are oriented towards the further development of students' performance and artistic skills. [**1.3 Article 5**] The completion of a diploma project, undertaken in some cases at a partner institution outside UA, is an important part of the

programme, but the criteria for the project focus on the artistic as much as the research dimension. **[1.3 Articles 30-33]** UA's self-evaluation report refers to the importance of recruiting staff who are engaged in research and also refers to 'research/artistic activities'. At the same time, the reportacknowledges that its focus is on artistic performance and production and not on research in the conventional sense of the term. **[SER p.53]**[*Chapter I Standard I.9*]

3.11   UA has organised its programmes in accordance with the Bologna Process, and states that it teaches along similar lines to counterpart institutions elsewhere in Europe. Curricula and syllabi give full information in English as well as Albanian about the work that students have completed at UA. **[3.7; 3.8]** Students are required to learn two foreign languages, normally English and French, although only a limited volume of credit is allocated to this work. Language assessment is carried out by external agencies, which are licensed by the Ministry of Education and Sport to assure quality. **[SER p.44]** UA has a number of agreements in place with universities and music academies in other parts of Europe, some of them funded through Erasmus +. The activities envisaged include student exchanges, although there are no joint programmes as yet. It was clear to the review team from the evidence that these agreements are fully in place and provide huge opportunities to UA students to engage with their peers internationally. Students regularly have opportunities to perform abroad, and the students whom the review team met were very appreciative of these opportunities. **[1.23; M3; M5; M6]** They also benefit from masterclasses held by well-known performers and artists. **[M5]** Policies are in place to allow the transfer of credit back from a foreign institution. **[3.32]**[*Chapter I Standard I.10*]

3.12   Courses taught at UA are designed in such a way that the practical aspects take first place. Various opportunities are created by the institution for students to demonstrate their practical accomplishments, for example concerts, plays and exhibitions. The allocation of credit is based largely on time spent in practical activity. **[SER p.45; 3.7; M1]** The diploma projects that are required for all programmes of study provide additional opportunities for the student 'to show his/her professional-artistic skills and competence to perform'**[1.3 Article 30]** practical work. Opportunities for early stage practice which enable students to gain experience of performance in a professional setting is a feature of**good practice**.**[1.3 Articles 30-33] [***Chapter I Standard I.11***]

3.13   UA considers that its graduates are likely to seek employment internationally as well as locally, and devises its curricula so as to be compatible with international norms. **[SER p.46]**It expects performances and exhibitions by students at all stages, in part to make students' talents known for future employment. Cooperation with external partners on various types of projects, for example short film and animation production, give students practical experience. Representatives from several major organisations, including the Organisation for Security and Cooperation in Europe, spoke highly of the quality of UA graduates. **[M8]** Second-cycle programmes also include specific training in pedagogy, although current government regulations make it difficult in practice for UA graduates to work as teachers in primary and secondary schools. Only four ECTS credits are allocated for this activity. First-cycle programmes are similarly narrow in focus, with just one course on project management and a course in academic writing. **[SER p.42; 3.7]** Apart from these activities, the review team was unable to find any evidence of other preparation for careers that are not based on preparation for a professional career in production of artistic output, such as performance, even though both first-cycle and second-cycle students were asked specifically about employability in their respective meetings and they agreed that not all of them could hope to find employment as professional artists. **[M5; M6]**That there is no significant training for a career other than that of becoming a professional artist is a **weakness**. The review team **recommends**for immediate attention that UA should review its curriculum to offer more career transferable skills. UA has only recently begun to collect employment data for its graduates on a systematic basis. It has however launched an innovative project to track

alumni through social media (see paragraph 5.11).**[M3, M4] [*Chapter I Standard I.12*]**

Findings

Good practice

The review team identified the following features of good practice:

- the focus on the UA vision that was shared by staff and students across the University (paragraph 3.1; *Chapter I Standard I.1*)
- opportunities for early stage practice which enable students to gain experience of performance in a professional setting(paragraph 3.12; *Chapter I Standard I.11*)

Weaknesses

The review team identified the following weaknesses:

- the inability to pay part-time lecturers in a timely manner in the recent past which has led to significant difficulties in organising programmes of study(paragraph 3.6;*Chapter I Standard I.5*)
- no significant training for a career other than that of becoming a professional artist(paragraph 3.13; *Chapter I Standard I.12*).

Recommendations

The review team identified the following recommendations:

- for immediate attention UA should take steps to ensure that it can pay all staff in accordance with contractual obligations(paragraph 3.6; *Chapter I Standard I.5*)
- for immediate attention UA should review its curriculum to offer more career transferable skills (paragraph 3.13; *Chapter I Standard I.12*).

Affirmation of action being taken

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

Judgement

The Standards for the Curriculum are substantially met.

Evaluation Area 4: Teaching, Learning, Assessment and Research

4.1   Study programmes at UA are effectively organised. They are approved and then reviewed regularly by UA's governing structures each year. These processes are carried out in accordance with UA regulations. **[1.1; 1.2; 1.3]**Academic departments are responsible for the organisation and implementation of study programmes. UA academic staff hold academic titles and scientific degrees as awarded by the Albanian state. As with many arts institutions around the world, there are also substantial numbers of part-time staff employed who are practitioners. **[4.1.1; 4.1.6; 3.25; 3.28; M13]**

4.2   UA is responsible for the practical training of students and for their professional and artistic education and development. Many hours of practical work in various environments at the institution are required. The departments and academic staff direct and supervise the process of diploma preparation. UA has the appropriate library resources to support student needs. Library and other resources are available online for all students and lecturers.**[4.5.5; 4.6.2; 4.6.3; 5.15; 5.16; 5.17;M4]**[*Chapter I Standard II.1*]

4.3   UA regulations clearly define all aspects of students' programmes of study. These include assessment systems and methodologies, examination timings, student credits and progression requirements**. [1.2; 1.3]** Assessment of knowledge takes various forms, including written and oral examinations, projects, special examinations that include the assessment of students' artistic and professional levels and combinations of these. Due to its special characteristics, UA also uses group examinations in certain areas, such as in Scenic Art and in the Faculty of Music. Written examinations are held under conditions of confidentiality and results are not publicly available. **[1.3; 1.4]** If students disagree with their assessment, they may appeal to the Deanery, which forms a special commission to hear the case. **[4.8.1; 4.8.2; 4.8.3]** Students also have the right to retake an examination in order to improve their grades, which they can do by making a written request to the administrative secretary within a week after the original examination. Information about student grades is maintained in digital form and is confidential. **[4.5.2]** [*Chapter I Standard II.2*]

4.4   Study programmes and completion rates are analysed at the end of each academic year, and are reviewed by faculty and departmental staff. **[3.15]** Student evaluations of programmes and of academic staff take place at the end of the year. Programmes are modified and new ones opened in accordance with an annual schedule and take account of input from the media, school applications and partners.**[M4; 4.4.4]** Positive evaluation of programmes is confirmed by the acceptance of UA graduates by prestigious artistic institutions such as the Opera of Paris, the Italian media, and the Albanian National Theatre. **[M8; 4.10.3; 4.5.2]** There is evidence from social media that UA graduates have strong employment rates (see paragraph 5.11),**[M4; M11]** but an Alumni Office would be able to provide further help to students.Three- to six-month courses are offered to former graduates to enable them to update their knowledge. **[M4; M11]** [*Chapter I Standard II.3*]

4.5   Academic departments supervise and oversee programme quality. Quality improvement is based on the high academic and professional level of academic staff.UA has been able to recruit artists and performers of the highest quality in the country to support its teaching and research activity. For instance, the Rector himself is an actor with an international reputation and a distinguished member of the National Theatre Company; the Professor of Violin also has an international career and has performed as a soloist with leading US orchestras; and one alumni is one of if not the most respected singers in Albania. **[C1]** Out of 115 full-time teaching staff, 85 hold the title of Professor or Associate Professor. **[4.1.4]** The impact on students of being taught by such outstanding professionals is that they

receive practical teaching that matches the recognised highest professional standards. The recruitment of artists and performers of the highest quality in the country to support UA's teaching and research activityis a feature of **good practice**. **[M3; M8; M11; M12; C1]**Its curricula promote innovation in stage art, music and figurative art. Enhancing teaching quality is under the supervision of Heads of Departments, and subject lecturers. The annual agreement signed by each teacher is an opportunity to check that the expectations set out in the agreement for the previous year have been met. **[M4]** [*Chapter I Standard II.4*]

4.6   Scientific research in the specific context of UA is equated to artistic creativity and output is organised at departmental level. Departments are organised on the basis of teaching groups and specific fields of art. These groups define their strengths and weaknesses. The review team saw no clear and obvious evidence of departmental priorities, strengths and weaknesses. Research is primarily conceived as an individual activity, based on artistic talent and special interpretative skills, and thus the priority is the individual achievement of artistic excellence. UA also supports and encourages collective artistic creativity with large-scale projects and activities, such as exhibitions, festivals, creative competitions. **[5.22; 1.23]** UA creates opportunities for academic staff and students at all levels to realise and present their ideas, talents, projects, and creativity, and provides facilities, halls, staff, instruments, scenes, spaces and infrastructure for these purposes. UA encourages and promotes new talents and new creators.**[1.23; 5.22; M1; M4; M11]** Public performances by students both in Tirana and internationally provide opportunities for outstanding students to be identified. **[M1]**UA's academic staff produce creative work at an international level (see paragraph 1.13) and since in the context of the arts creative work artistic activity equates with scientific research, such recognition has the impact of raising UA's profile worldwide. That academic staff produce creative work at an international level is a feature of **good practice**.**[M1; M4; M11]** [*Chapter II Standard I.1*]

4.7   UA encourages participation in research and artistic projects. **[5.22; 5.23;1.23]** Support for the development and dynamism of research is ensured by cooperation with national institutions, guaranteed through signed agreements, as well as through the presence of staff of these institutions at UA, where they teach and participate in joint projects. **[4.1.9]** Professors and senior managers repeatedly stated that UA has not always had enough funding available for research, **[M1; M3; M4; M12]** but has supported artistic creativity and a conducive environment through the provision of infrastructure and space for its students and lecturers. **[M4; M11; M14]** UA is involved in projects funded by the European Community through Erasmus+ and TEMPUS. **[M12; M13; M14]**[*Chapter II Standard I.2*]

4.8   UA has built on its specific areas of strength by focusing on organising participation in artistic activities, both in Albania and abroad. This work has been carried out by its teaching and artistic staff in cooperation with foreign professionals. **[3.39; 4.42.1; M13; M14]** UA organises national and international competitions, concerts, exhibitions, master-classes, and other activities related to artistic and stage life. It also facilitates grant applications for these purposes. UA maintains a media presence and compared to other universities holds more international activities and events. **[4.10.2; 4.10.3; 3.36; M4; M14]**UA does not organise many publications, or national and international scientific conferences. Teaching itself is often part of artistic creation. UA organises international, regional, national and local activities according to a regular, periodic calendar, which is constructed every season. **[5.1; M12; M13; M14]**

4.9   UA and its associates, such as the Theatre of Opera and Ballet and the National Theatre, have helped in the internationalisation of Albanian art in the Balkans, in Europe and beyond. Many artistic events have been organised worldwide (see paragraph 1.13). **[3.39; 3.38; evidence items 3.37-4.1.6]**[*Chapter II Standard I.3*]

4.10   Scientific research in the specific context of UA is equated to artistic creativity and output is organised at departmental level.UA supports the innovative priorities of its faculties and departments, and of individuals, artists and professionals in different fields. **[1.11; 1.4]** These are related to the areas that cover study programmes and artistic production.**[M4; M11; M12; M14]** UA encourages artistic creative debate in its priority areas. **[B4] [***Chapter II Standard I.4***]**

4.11   UA focuses on several general priority areas of artistic and pedagogical creativity in accordance with its strategic plan and recruits staff accordingly. **[1.4, 2.1]** Priority areas are oriented towards market demand and developments in Albanian society, and this has led to the inclusion of areas such as jazz and popular music. **[SER p.54; 1.26]** New and innovative ideas from academic staff have been encouraged.As mentioned at paragraph 4.7, UA encourages cooperation with participation in international projects and competitions as a means to enhance its creative activity. **[1.23] [***Chapter II Standard I.5***]**

4.12   The UA self-evaluation report did not address ***Chapter II Standard I.6***, ***Chapter II Standard I.7*** and ***Chapter II Standard I.8***. Based on the evidence collected during the visit and from the evidence base, the review team is able to comment that UA has established a unique position for itself within Albania as an institution that focuses largely on achieving high levels of artistic creation and activity in accordance with its capacity. **[M1]** In these respects, it cooperates closely with national artistic bodies such as the National Theatre. **[3.39; 4.12.1; M3]** Students and younger staff are closely mentored by their seniors and are thus able to be part of group activity as well as establishing individual careers. UA actively facilitates the international careers of its staff and students. Within Albania, UA takes great care to promote the artistic work of its students and staff through musical performance, opera productions, and plays, and has its own art gallery that is open to the public. **[5.1;M10]** In these ways, it is able to promote a culture of artistic creativity within the country.**[GID; 1.0 Updated law on higher education 9741, 21 May 2007; 1.12; 1.17; 1.20; 2.1.1; 2.1.2; 2.4.1; 3.1; 3.3][***Chapter II Standard I.6; Chapter II Standard I.7; Chapter II Standard I.8***]**

Findings

Good practice

The review team identified the following features of good practice:

- the recruitment of artists and performers of the highest quality in the country to support UA's teaching and research activity (paragraph 4.5;*Chapter I Standard II.4*)
- academic staff produce creative work at an international level (paragraph 4.6; *Chapter II Standard I.1*)

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 Teaching, Learning, Assessment and Research are fully met.

Evaluation Area 5: Students and their Support

5.1   Student admission occurs through the process of application and selection based on criteria which are drafted by the respective departments and then approved by UA's Academic Senate and sent to the Ministry of Education and Sport. **[3:19; 3:20]** The Ministry of Education and Sport approves quotas sent by UA and issues the relevant instructions for the development of admission selection on the basis of UA regulations and criteria for this process. Tuition fees for each study programme are determined by Ministers. There is no central advisory office for students. The role of this office is undertaken by education secretaries of the faculties and the office of teaching and student information sector. UA provides information for candidates for admission through various media, including print leaflets and its websiteIn visual arts approximately 20 people apply for each place. **[M3;** http://www.uart.edu.al**]** Staff also organise an information day for potential students. Current students were clear that the information provided is good, accurate and appropriate and that the application process works well. **[Student questionnaire, M5; M6]**Candidates are able to ask and receive answers to each issue raised in real time. Students are recruited from areas outside Albania, such as Kosovo, and the experience is as effective, although there is a slightly amended approach to admissions. Further information is available via social networks. Faculties provide assistance for students at all stages of registration.**[3.21; 5.5; M5; M6]**The full-time academic staff to student ratio is 1:6.9. but arts institutions rely heavily on part-time academic staff, so, when taking part-time staff into account, the academic staff to student ratio is 1:3.4.**[GID, E3 and F1, p.4-5; M3] [*Chapter I Standard III.1*]**

5.2   UA posts essential information on its intranet site for its students. This includes information such as teaching schedules, exam dates, competitions, faculty notices, workshops, masterclasses and assignments. It is through this system that students have an email address and a private account with their own login details for most assessment results, although some assessment results are given in front of the class in order to support group critique. **[5.1;5.4; M5; M6].** Although students have individual email addresses, they more often use phone texting facilities to contact their lecturers. Students commented on the very good communication with staff and that phone texting has an immediacy which they enjoy. Students also spoke of the good individual support from lecturers who treat them as young professionals. **[M5] [*Chapter I Standard III.1*]**

5.3   Internal communication takes place through stands located close to the education secretary for each faculty, as well as through the internal email. Governing bodies, administrative staff and academic staff at UA have internal electronic personal addresses.**[5.6; 5.8]**Faculty secretaries store the personal folders of each student. **[5.8; 5.9; M5; M6]**[*Chapter I Standard III.2*]

5.4   Throughout their studies students receive mentoring from their lecturers. On their first day at UA students undergo an induction which clarifies regulations and access to services. In addition, itinvolves the introduction of staff and a full outline of their classes. Individual lecturers explain subject areas, requirements and the programme handbook. **[M2; M11]** UA's Office of Career Services also supports students. Classes are frequently small and often there is one-to-one teaching,such as in voice tuition which gives students a considerable amount of individual attention. An almost conservatoire approach combined with practical advice continues beyond graduation. Current and past students spoke well of their individual relationships with their lecturers and professors in this regard. **[M5, M6, M8, M12]** This individual student/lecturer mentoring relationship that continues throughout each student's programme and beyond graduation as artists develop their careers is a feature of**good practice**.As students develop they may well be involved in the research work and/or the artistic commissions of their mentors. As students get towards their graduation there is a

transition in which they are becoming professionals. **[3.15; M5;M6; M12]** [*Chapter I Standard III.2*; *Chapter I Standard III.3*]

5.5 UAclearly directs its students throughout their time at the institution. It provides brochures, announcements on the website and social networks.**[2.8.1; 5.3]**Online and hard copy teaching and student information guides also provide information and advice for students throughout their programme. Faculty secretaries advise students who may wish to change their study programmes. **[1.2Chapter IV;1.3Chapter IV; 3.30; 3.31;3.32][***Chapter I Standard III.3*]

5.6 UA supports students from special social categories through fee exemptions. The criteria for a scholarship award are agreed each academic year. Scholarships are awarded as 100 per cent or 50 per cent of the fees. Students with disabilities are one of the categories that is exempt from fees. UAalso has a policy of support for students such as Roma and Balkan-Egyptian. **[5.11; 5.12; 5.13; 5.14; M2;M4]** The procedure for the admission of each applicant and the approval of beneficiaries is in accordance with the law and regulations. **[1.2; 1.3;1.1Article57]**UA does not offer part-time study programmes and there is limited access to sports facilities. **[GID, E3 and F1; Student questionnaire, 15.ix and 15.x; M5; M6][***Chapter I Standard III.4*]

5.7 UA's library is a good source of educational textsin both hard copy and online. The collection is catalogued according to international standards. The library also provides a wide range of materials of particular interest to the students on programmes such as: music (including books, instrumental parts, orchestral parts, CDs, librettos, operas, vocalparts);drama (including books, plays, translations);and figurative art (including books, paintings, drawings, graphics, photographs, ceramics). **[4.6.1; 4.6.2; 4.6.3; 4.6.6; 5.15; M5, M6;M10]** The digital archive provides internal, national and international access and includes film, records tapes, CDs and DVDs. **[5.17; 5.15; M10]**Most students rate the help they receive from staff in the library as good or very good and are also content with their access to appropriate texts and other materials to support their learning (see also paragraph 2.9 above). **[Student questionnaire, 13 and 14][***Chapter I Standard III.5*]

5.8 Students are offered assistance and support according to their need. Each lecturer helps and guides students in providing the necessary literature, associated with the subject he or she teaches as part of the mentoring approach and career development. **[3.25; M5; M6][***Chapter I Standard III.6*]

5.9 Students are represented on governing bodies such as the Academic Senate, the faculty councils and the Administration Council,**[5.20; 5.21]**where they are able to express their opinions through their representatives on most aspects of the institution that affect them, such as the curriculum, studymaterials and exhibitions. For example, in one instance students asked for longer hours in the fine arts studios, and in another they asked for a delay in a deadline for an English assignment. Both of these were agreed.**[M5]**Students confirmed that their voice was heard,although this often takes place on a one-to-one basis in conversation between students and their lecturers.**[M5; M6]**UA welcomes the creation of a Student Council, but it is unclear how much financial support it contributes towards it. Not all students are aware of Student Council representation, perhaps because they have considerable opportunities and direct access to their lecturers, which helps them resolve issues locally and quickly without escalating appeals to any other body.**[Student questionnaire, 17 and 18, M5; M6][***Chapter I Standard III.7*]

5.10 Students expressed how valuable they found the overall focus of UA. They find it inspiring to be in a university where so much creativity is apparent in the environment. As well as working individually in the creative disciplines, they work together on, for example, exhibitions, operas and films. These can be based on the main campus, but also in Tirana,

around Albania and internationally, often with collaborative partners. Students have opportunities to study in classrooms and auditoriums for much longer than their immediate class time. Student cultural life is well-documented with the calendars of events organised for each faculty. It is unclear how much UA cooperates with health structures to promote preventative and curative initiatives to help students' health. **[SER p.63; Student questionnaire, 12; M1;M5;M6; M8]** [*Chapter I Standard III.8*]

5.11   UAprovides support with careers through assistance given by the academic staff on the basis of personal contacts with many institutions, arts companies and other public or privateinstitutions. It is successful in maintaining strong links with its alumni, in part through social media. In this way previous students are often invited to events at the UA and value their continuing involvement in this creative community. The review team was shown evidence that the Information Management section of UA has begun to gather student employment data and statistics through social media. The review team **affirms** the steps being takenby UA's Information Management sectionto develop the current incomplete process of gathering student employment data and statistics to encompass all student graduates. Members of the alumni are frequently individuals who have been successful in their career and have considerable influence as role models and mentors. **[M1; M5; M6; M8; M11; M12]** They look to UA when they need employees or commissions.For example, in the City of Arts project students and alumni worked together. **[M1; M5; M6; M8; M11; M12]** Students' performance pieces are often held in public. UA hires former students who meet the required criteria for the study programmes. **[M11; M12]** There are examples of employing former students as full-time, part- time and guest lecturersin all of the faculties. **[M1;M5;M6;M8;M11; M12]** Although the student questionnaire is not entirely positive on the provision of formal career support, the review team found at the visit that individual mentoring and guidance by individual staff provided very good ongoing careers support from the time of each student's entry into UA through to their career beyond their attendance. The particularly good careers support provided by UA for its students is a feature of **good practice.[Student questionnaire, 16.i, 16.ii, 16.iii, 16.iv]** [*Chapter I Standard III.9*]

Findings

Good practice

The review team identified the following features of good practice:

- the individual student lecturer mentoring relationship that continues throughout each student's programme and beyond graduation as artists develop their careers (paragraph 5.4; *Chapter I Standard III.3*)
- the particularly good careers support provided by the UA for its students (paragraph 5.11; *Chapter I Standard III.9*).

Weakness

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 affirms the following action already in progress:

- the steps being takenby UA's Information Management sectionto develop the current incomplete process of gathering student employment data and statistics to encompass all student graduates(paragraph 5.11; *Chapter I Standard III.9*).

Judgement

The Standards for Students and their Support are fully met.

Evidence List

A. SER and related evidence (Annex 4, SER)

List of the HEI's Supporting Evidence – English version agreed for use for report

General Institutional Data (GID)
1.0 Updated law on higher education 9741, 21 May 2007
1.1 Statute of UART
1.1.1 Organizational Structures of UART, Faculties and Departments
1.1.2. Organizational Structures of University of Arts
1.2 Regulation of the first cycle programme, Bachelor of UA
1.3 Regulation of the second cycle programme, Master of UA
1.4 Strategy of UA
1.7 Self-assessment procedure
1.8 Procedure of Design, Approval and Review of the Study Programme.
1.11 Procedure of termination of the employment relationship of the academic staff.
1.12 Procedure of hiring the administrative staff.
1.14 Procedure of hiring the guest academic staff.
1.15 Procedure of hiring the administrative staff.
1.17 Regulation of functioning Rectorate UART.
1.18 Procedure of Protocolling Documents addressed to the Rector of UART
1.19 Procedure of Purchasing
1.20 Procedure for Admission, Review, Approval and Implementation of a project.
1.21 Evaluation report of UART scientific research UA 2015
1.22 Evaluation report of teaching process and scientific work of the faculties in UA
1.23 Agreement on the students and academic staff exchange in UA, with HEI counterparts, in and outside the country.
1.24 Permission to participate in artistic projects of the full-time academic staff in UA
1.26 Project (sample of an implemented project)
2.1.1. Recruitment procedures.
2.1.2. Practices of employment.
2.1.3. Recruitment of qualified lecturers in international universities
2.2.1. Information: integrated policy
2.3.1. Trainings of the academic staff
2.3.2. Job Evaluation
2.3.3. Promotion of scientific degrees, Academic Titles. 2.3.4. Commissions with foreign professors
2.4.1 Social Activities
2.4.2. Health Insurance
2.5.1. Budgeting practices
2.6.1. Financial Policy Tools
2.7.1. Audit Reports
2.8.1. Electronic forms of information
2.9.1. Digitalization of the secretary
2.10.1. Real Estates
2.11.1. The deposition of scientific-research activity of the academic staff
2.12.1. Teaching infrastructure.
2.13.1. Services for third parties.
2.13.2. Surveys and evaluations.
2.14.1. Teaching environments.
2.14.2. Infrastructure parameters. 2.15.1. Students' register.
2.15.2. Register with students' assessments + Diploma.

4.4.4. Evidence on the examination process of general formation courses
4.4.5. The graduation process, according to the study programmes for each faculty
4.4.6. Statistical evidence of graduates in the last 3 years
4.5.1. The practice grade evaluation in ESSE system
4.5.2. The manner of informing the student for the grade
4.5.3. The manner of notifying the academic staff for student assessment commissions
4.5.4. The manner of grade evaluation and printing and signing examination paper
4.5.5. Online resources on informing for this process
4.6.1. Basic supporting documentation for institutional accreditation for the Scientific Library of UA
4.6.2. Available literature to the academic staff
4.6.3. The literature available to students
4.6.4. New books entering the library in 2016
4.6.5. Enrichment of the Library from 2010 to 2016
4.6.6. Internal regulation of the UART Library
4.7.1. Internal Regulation of the faculties
4.8.1. Examination appeal process by students
4.8.2. Requisition of the examination process by students
4.8.3. Procedure of the student appeal reviewing process by the faculty
4.9.1. Students' questionnaire for semester
4.10.1. Report on students' educational activity
4.10.2. Teaching-scientific-artistic analysis of the academic staff for 2015
4.10.3. Report on the teaching and scientific-artistic work of the academic staff for 2015
4.12.1. International cooperation projects with foreign institutions
5.1. UART website on all of the activities and student announcements
5.2. Higher Education Fair in Albania 26 -28 May, 2016
5.3. UART or Faculties leaflet
5.4. Online page of education secretaries in Faculties
5.5. Students' reception time from the education secretary
5.6. Email
5.7. Student's data (form)
5.8. Student folder near education secretaries
5.9. Students' Addresses, e-mail, phone numbers (view of the registration format from the education secretaries
5.10. DMC for students' admission and registration
5.11. DMC for students' fees exclusion
5.12 List of students with disabilities
5.13. List of students from the Egyptian Community
5.14. List of students from the Balkan Egyptians Community
5.15. Scientific Library website of UART
5.16. Views from the UART Library
5.17. New information from the Scientific Library of UART
5.18. Timetable of the Scientific Library
5.19. Registration Card in the Scientific Library of UART
5.20. List of the Academic Senate
5.21. List of the Faculty Council
5.22. FAB Gallery

Albanian version – agreed not to be used for report

Evidence, evaluation area 1: Organization and its Management
1.0 Ligji 9741 21 maj 2007 i Arsimit te larte i azhurnuar.pdf
1.1 The Statute of the University of Arts_EN.PDF
1.1.1 Strukturat Organizative FAS.pdf
1.1.1 Struktura Organizative FAB 2016-2017.pdf

1.1.2 Strukturat Organizative e Universitetit te Arteve_STRUKTURA 2015 organigrama.pdf

1.1.2 Strukturat Organizative e Universitetit te Arteve_STRUKTURA _UART_2011.15.pdf

1.2 Regulation of first cycle study Bachelor of UAT_EN.PDF

1.3 Regulation of second cycle study Master of UAT_EN.PDF

1.4 Strategic Plan of UAT_EN.PDF

1.7 Procedura e vetëvlerësimit - Urdheri i Rektorit.jpg

1.8 Procedura e Hartimit, Miratimit dhe Rishikimit të një Programi Studimi.pdf

1.11 Procedura e ndërprerjes së marrëdhënieve të punës të personelit akademik.pdf

1.12 Procedura e punësimit të personelit administrativ.pdf

1.15 Procedura e punësimit të personelit akademik.pdf

1.17 Rregullore për funksionimin e Rektoratit të UA pj2.pdf

1.17 Rregullore për funksionimin e Rektoratit të UA pj1.pdf

1.18 PROÇEDURA E PROTOKOLLIMIN.pdf

1.19 Procedure blerje.pdf

1.20 Procedura e Pranimit, Shqyrtimit, Miratimit dhe realizimit të një projekti - Vendim Bordi projekte.pdf

1.20 Procedura e Pranimit, Shqyrtimit, Miratimit dhe realizimit të një projekti - Urdher Programi Qyteti i Arteve.pdf

1.20 Procedura e Pranimit, Shqyrtimit, Miratimit dhe realizimit të një projekti - Thirrje_per_pjesemarrje..pdf

1.20 Procedura e Pranimit, Shqyrtimit, Miratimit dhe realizimit të një projekti - Rregullore_Qyteti_i_Arteve.pdf

1.20 Procedura e Pranimit, Shqyrtimit, Miratimit dhe realizimit të një projekti - Programi Q.Arteve.pdf

1.20 Procedura e Pranimit, Shqyrtimit, Miratimit dhe realizimit të një projekti - POSTERI Q_ARTEVE.jpg

1.20 Procedura e Pranimit, Shqyrtimit, Miratimit dhe realizimit të një projekti - Per Programin Qyteti i Arteve.pdf

1.20 Procedura e Pranimit, Shqyrtimit, Miratimit dhe realizimit të një projekti - Formular Aplikimi Qyteti i Arteve.pdf

1.20 Procedura e Pranimit, Shqyrtimit, Miratimit dhe realizimit të një projekti - broshure.pdf

1.20 Programi Q.Arteve AL.pdf

1.20 POSTERI Q_ARTEVE.jpg

1.20 Broshure.pdf

1.21 Raporti i vlerësimit të punës mësimore shkencore UA 2015 - RAPORTI VJETOR 2015.pdf

1.22 Raporti i vlerësimit te punës mësimore dhe shkencore të Fakulteteve në UA - ANALIZA FAS 2016-FINAL.pdf

1.22 Raporti i vlerësimit te punës mësimore dhe shkencore të Fakulteteve në UA - analiza e FM.pdf

1.23 Agder agreement (1).pdf

1.23 Agder Agreement (2).pdf

1.23 Agder University agreement signed.pdf

1.23 AGREEMENT OF COOPERATION.pdf

1.23 Agreement with Cajkocski_Mosque Conservatory.pdf

1.23 Agreement with conservatory of Udine.pdf

1.23 Agreement with Liszt_Budapest Academy.pdf

1.23 Belgrade Agreement.pdf

1.23 ERASMUS+.pdf

1.24 Formular për leje afat-shkurter.pdf

1.24 Leje për pjesëmarrje ne Projekte artistike të stafit akademik me kohë të plotë në UA - Dhenie leje....pdf

1.26 Draft studimi.pdf

1.26 procedura e studimit te fizibilitetit 2.pdf

1.26 Projekti (tip i një projekti të realizuar) - FAB04112013_finale.pdf

1.26 Projekti (tip i një projekti të realizuar) - FAB04112013_finale.pdf
1.26 Projekti (tip i një projekti të realizuar) - FAB-i,studimi i perfunduar.pdf
1.26 Projekti tip LEKTORIUMI - Arkitektura.pdf
1.26 Projekti tip LEKTORIUMI - ELEKTRIKU.pdf
1.26 Projekti tip LEKTORIUMI - foto gjate punimeve.pdf
1.26 Projekti tip LEKTORIUMI - foto pas punimeve.JPG
1.26 Projekti tip LEKTORIUMI - Image 2.jpg
1.26 Projekti tip LEKTORIUMI - Lektorium i Vleresim Projekti.pdf
1.26 Projekti tip LEKTORIUMI - Praktika - Argumentimi i blerjes projektit.pdf
1.26 Projekti tip LEKTORIUMI - Praktika - Llogaritje paraprake vlere preventivi.pdf
1.26 Projekti tip LEKTORIUMI - Praktika - Llogaritje paraprake vlere projekti.pdf
1.26 Projekti tip LEKTORIUMI - Praktika - Llogaritje vlere projekti.pdf
1.26 Projekti tip LEKTORIUMI - Praktika - paisje&mobilim preventivi.pdf
1.26 Projekti tip LEKTORIUMI - Praktika - preventiv mobilimi.pdf
1.26 Projekti tip LEKTORIUMI - Procesi i Pregatitjes se Projektit - foto gjendja fillestare.pdf

Evidence evaluation area 2: Resourcing
2.1.1 PROÇEDURA E PUNËSIMIT TË PMF.pdf
2.1.1 PROÇEDURAT E PUNËSIMIT PM.pdf
2.1.2 PRAKTIKA E PUNËSIMIT PM.pdf
2.1.2 PRAKTIKË PUNËSIMI PMF.pdf
2.3.2. Vlerësim i punës - Dhenie vleresimi per personelin akademik.pdf
2.3.2. Vlerësim i punës - RAPORT VLERËSIMI PM.pdf
2.3.2. Vlerësim i punës - VLERËSIMI I PUNËS PMF.pdf
2.3.2. Vlerësim i punës -scan000007.pdf
2.3.2. Vlerësim i punës -scan000008.pdf
2.3.2. Vlerësim i punës -scan000009.pdf
2.3.3 PROMOVIMI PË GRADA SHKENCORE , TITUJ AKADEMIK.pdf
2.3.4 KOMISION ME PROFESOR TE HUAJ.pdf
2.3.4 KOMISIONE ME PROFESORË TË HUAJ.pdf
2.4.1 Aktivitete Sociale - FAB Organizimi i ekspozites Nyje Agjenda e ekspozites - Dita e hapjes.pdf
2.4.1 Aktivitete Sociale - FAB Organizimi i ekspozites Nyje Agjenda e leksioneve docx.pdf
2.4.1 Aktivitete Sociale - FAB Organizimi i ekspozites Nyje Detyrat per grupin e menaxhimit.pdf
2.4.1 Aktivitete Sociale - FAB Organizimi i ekspozites Nyje Fotot e punimeve te perzgjedhura.pdf
2.4.1 Aktivitete Sociale - FAB Organizimi i ekspozites Nyje Ftesa.pdf
2.4.1 Aktivitete Sociale - FAB Organizimi i ekspozites Nyje Konceptet e punimeve.pdf
2.4.1 Aktivitete Sociale - FAB Organizimi i ekspozites Nyje Leter e Dekanit.pdf
2.4.2. Sigurimi i Shëndetit .akt higjeno sanitar.pdf
2.5.1. Praktikat e hartimit të buxhetit Llog. Tip FAB Analiza te sherbimit te lyerjes.pdf
2.5.1. Praktikat e hartimit të buxhetit Llog. Tip FAB Kostot operative,e perfunduar.pdf
2.5.1. Praktikat e hartimit të buxhetit Llog. Tip FAB Preventiva paraprake,mobilimi &dizifektimi&lyerje.pdf
2.5.1. Praktikat e hartimit të buxhetit Llog. Tip FAB Sherbimi i pastrimit klasifikimi i ambienteve.pdf
2.5.1. Praktikat e hartimit të buxhetit Llog. Tip FAB Vleresimi i aseteve.pdf
2.5.1. Praktikat e hartimit të buxhetit Pasqyra Tip DMZHK info per koston e shkollimit FAB.pdf
2.5.1. Praktikat e hartimit të buxhetit Pasqyra Tip FAB - Formular DMZHK,e korrigjuar.pdf
2.5.1. Praktikat e hartimit të buxhetit Per hartimin e PBA.pdf
2.5.1. Praktikat e hartimit të buxhetit.Granti__MAS__Viti 2015.pdf
2.5.1. Praktikat e hartimit të buxhetit.Memo.pdf
2.5.1. Praktikat e hartimit të buxhetit.Vendim KA_shperndarja_e_te_ardhurave_Viti_2015.pdf

2.5.1. Praktikat e hartimit të buxhetit.Vendim per perjashtim nga tarifat e shkollimit.docx.pdf
2.5.1. Praktikat e hartimit të buxhetit.Vendim SA_shperndarja_e grantit_Viti_2015.pdf
2.5.1. Praktikat e hartimit të buxhetit.Vendim SA_shperndarja_e te ardhurave_Viti_2015.pdf
2.5.1. Praktikat e hartimit të buxhetitMiratimi i grantit nga Ministria e Financave__Viti 2015.pdf
2.5.1. Praktikat e hartimit të buxhetitShkresw fakulteteve pwr buxhetin 2016-.pdf
2.5.1. Praktikat e hartimit të buxhetitSkeda pyetesori,FAB dega pikture kavaleti.pdf
2.5.1. Praktikat e hartimit të buxhetitSkeda pyetesori,FAB Instruksion,administratoret.pdf
2.5.1. Praktikat e hartimit të buxhetitSkeda pyetesori,FAB Pyetesor per stafin Akademik,po.pdf
2.6.1. Mjetet e politikës financiare Pasqyrat_financiare__Viti_2015__UART.pdf
2.6.1. Mjetet e politikës financiare.Situacioni_i_ardhurave_Viti_2015.pdf
2.6.1. Mjetet e politikës financiare.Situacioni_i_shpenzimeve_Viti_2015.pdf
2.7.1. Raportet e auditimit Kontrate qeraje vodafone.pdf
2.7.1. Raportet e auditimit per menaxhimin e aktiveve udhezimi_nr.30_date_27.12.2011.pdf
2.7.1. Raportet e auditimit Proces verbal fagot (1).pdf
2.7.1. Raportet e auditimit udhezim per aktivet.pdf
2.7.1. Raportet e auditimit.Analize_ekonomike_Viti_2015_-UART.pdf
2.7.1. Raportet e auditimit.Raport_monitorimi_Financim_i_huaj_Viti_2015.pdf
2.7.1. Raportet e auditimit.Raport_monitorimi_Viti_2015.pdf
2.7.1. Raportet e auditimit.Raporti i Auditit__Viti 2014.pdf
2.8.1 Format elektronike te informimit dhe Informatizimi.pdf
2.8.1. Format elektronike të informimit.pdf
2.9.1. Informatizimi i sekretarisë.pdf
2.10.1. Pasuritë e Paluajtshme dokumentacion.pdf
2.10.1. Pasuritë e Paluajtshme Kartela e pasurise se UA.pdf
2.10.1. Pasuritë e Paluajtshme Leje perdorimi - akt miratim higjeno sanitar.pdf
2.10.1. Pasuritë e Paluajtshme Leje Perdorimi - akt teknik.pdf
2.10.1. Pasuritë e Paluajtshme.Certifikate pronesie.pdf
2.11.1. Admir Doci 1.pdf
2.11.1. Admir Doci 2.pdf
2.11.1. Agim Duro 2010-2016.pdf
2.11.1. Andrea Canaj -1.pdf
2.11.1. Andrea Canaj -2.pdf
2.11.1. Arben Basha.pdf
2.11.1. Arben Llozi -1.pdf
2.11.1. Arben Llozi -2.pdf
2.11.1. Arian Paco -1.pdf
2.11.1. Arian Paco -2.pdf
2.11.1. Artan Licaj.pdf
2.11.1. Astrit Selita.pdf
2.11.1. Bashkim Barbullushi -1.pdf
2.11.1. Bashkim Barbullushi 2.pdf
2.11.1. Bujar Sykja.pdf
2.11.1. Depozitimi i veprimtarisë kërkimore-shkencore të stafit akademik - FAB Fatmir Miziri.pdf
2.11.1. Depozitimi i veprimtarisë kërkimore-shkencore të stafit akademik FAS - Alert Çeloaliaj.pdf
2.11.1. Depozitimi i veprimtarisë kërkimore-shkencore të stafit akademik FAS - Alfred Trebicka.pdf
2.11.1. Depozitimi i veprimtarisë kërkimore-shkencore të stafit akademik FAS - Altin Basha.pdf
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4.6.5.Pasurimi i bibliotekes nga viti 2010 deri ne vitin 2016.pdf
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4.6.6 Rregullorja e BSHUA.pdf
4.6.6 Strategic plan of the library of Unviersity of Art.pdf
4.6.6 Summary of rules and regulations .pdf
4.6.6. Rregullore e Brendshme e Bibliotekes se UART.pdf
4.7.1 FAB rregu. per lab. e videos.pdf
4.7.1 FAB rregull. per lab.qeramike.pdf
4.7.1 FAB rregullore e lab.skulpture.pdf
4.7.1 FAB rregullore lab. monumentale.pdf
4.7.1 FAB rregullore ne lab. e grafikes.pdf
4.7.1 FAB rregullore per lab.e tekstilit.pdf
4.7.1 FAB RREGULLORJA E CIKLIT TE DYTE TE STUDIMEVE (1).pdf
4.7.1 FAB RREGULLORJA E CIKLIT TE PARE TEM STUDIMEVE.pdf
4.7.1 FAB STATUTI I FAB 2013.pdf
4.7.1 FAS Rregullore e studimeve-FAS-cikli i pare.pdf
4.7.1 FAS Rregullore Mesimore eCikli i Pare Bachelor.pdf
4.7.1 FAS Rregullore studimi-MASTER-FAS-FINAL.pdf
4.7.1 FAS BACHELOR PROGRAM.pdf

4.7.1 FAS MASTER I ARTEVE TE BUKURA program.pdf
4.7.1 FAS Rregullore Mesimore Cikli i Dyte te Studimeve Ma.pdf
4.7.1 Rregullore e FM, cikli I (2).pdf
4.7.1 Rregullore e FM, cikli II.pdf
4.8.1 ANKIMIM STUDENTI.pdf
4.8.2 Ankimimi i studenteve shkrese.pdf
4.8.3 ANKESE STUDENTI.pdf
4.8.3 Procesi i shqyrtimit te ankimimit, shkrese.pdf
4.9.1 Pyetësor i redaktuar.pdf
4.9.1 pyetsor studenti.pdf
4.9.1 rezultatet e pyetwsorit (Autosaved) (1).pdf
4.10.1 analiza e FM.pdf
4.10.1 ANALIZA VJETORE 2015-2016.pdf
4.10.2 ANALIZA VJETORE 2015-2016.pdf
4.10.3 RAPORTI VJETOR 2015.pdf
4.12.1 Projekte nderkombetare bashkepunimi me institucione te huaja.pdf

Evidences, evaluation area 5: Students and their Support

5.1 FAQE TE WEBIT TE UA.pdf
5.2 PANAIRI I ARSIMIT TE LARTE.pdf
5.3 FLETEPALOSJE TE UA - Buletini periodik INFOUART.pdf
5.4 Faqja Online e Sekretarise Mesimore.pdf
5.5 Orari i pritjes se studenteve ne sekretarine FM .pdf
5.5 Orari i pritjes së studentëve nga Sekretaria Mësimore FAS.pdf
5.5 Orari i sekretarise per pritjen e studenteve ne FAB.pdf
5.5 Orari i veprimeve ne sekretarine FAB .JPG
5.6 POSTA ELEKTRONIKE.pdf
5.7 Regjistri i studentëve.pdf
5.7 Të dhënat e studentit.pdf
5.8 Dosja e studentit prane sekretarive FAB.pdf
5.8 Dosja e studentit prane sekretarive FAS.pdf
5.8 Dosja e studentit prane sekretarive FM.pdf
5.9 Paraqitja e regjistrit te regjistrimit te studenteve FAS.pdf
5.9 Paraqitja e regjistrit te regjistrimit te studenteve FM.pdf
5.10 VKM- Nr.866,Date 23.10.2015.pdf
5.10 VKM- Nr.866,Date 23.10.2015.pdf
5.11 VKM nr.903, bursat6 2016-2017.pdf
5.12 STUDENTË ME AFTËSI TË KUFIZUAR.pdf
5.13 STUDENTE KOMUNITET BALLKANO EGJYPTIAN.pdf
5.14 STUDENTE KOMUNITET BALLKANO EGJYPTIAN.pdf
5.15. Faqja e Internetit e Bibliotekes Shkencore te UART.pdf
5.16 Sherbimet e Bibliotekes Shkencore te UART - Fondi i Mbyllur.pdf
5.16 Sherbimet e Bibliotekes Shkencore te UART - Perpunimi i fondit dhe sherbimi.pdf
5.16 Sherbimet e Bibliotekes Shkencore te UART - Salla me fonde te hapura.pdf
5.16 Sherbimet e Bibliotekes Shkencore te UART - Salla Multimediale.pdf
5.16 Statistika Arkiva Dixhitale 2016 e plote.pdf
5.16 Statistika ILS 2016 e plote.pdf.pdf
5.16 Statistika- pasurimi i BSHUA 2010-2016.pdf
5.16. Pamje nga biblioteka e UART.pdf
5.17 Informacione te reja nga BSHUA.pdf
5.18 Orari i BSHUA.pdf
5.19 Kartele regjsitrimi ne Biblioteken Shkencore te UART.pdf
5.20 LISTA E SENATIT AKADEMIK.pdf
5.21 Anëtar këshilli FM.pdf

5.21- Lista e Keshillit te Fakultetit FAS.pdf
5.21 Vendimi i keshillit FAB.pdf
5.22 Galeria FAB relacion 2015.pdf
5.22 Galeria FAB relacion 2016.pdf

B. List of additional documents (Desk based evaluation phase)

Clarifications of pre-visit questions (Clarifications)
B.1 UA area 3 1st reviewer DT.docx
B.2 UA Area 4 2nd reviewer - DT.docx
B.3 AU Area 4 2nd reviewer - DT.docx
B.4 Additional info for the University of Arts.pdf
B.5 UA Annual Report.pdf

C. List of additional documents(Review visit phase)

C.1 List of participants in the meetings held in UA.doc
C.2 ANNUAL REPORT FOR THE YEAR 2015 UA (AL).pdf
C.3 Hedlines of the Annual Report 2015 (EN).doc
C.4 Screenshots to verify data for Alumni.docx
https://www.linkedin.com/edu/akademia-e-arteve-tiran%C3%AB-10006
C.5 Table of the yearly workload of the Ademic Staff (AL).pdf
C.6 Minutes of the meeting of Academic Senate date 02.02.2016 (AL).pdf
C.7 Procedure for approving changing reviewing of the syllabus , an existing program.pdf
C.8 Evidence clarification for Arts University.doc

Meetings

M1 – Meeting 1 Rector
M2– Meeting 2 Self-evaluation group
M3– Meeting 3 Academic Senate
M4– Meeting 4 Rectorate
M5– Meeting 5 Group 1 students
M6– Meeting 6 Group 2 students
M8– Meeting 8 Partners and alumni
M10– Meeting 10 Univ tour
M11– Meeting 11 Heads of Dept
M12– Meeting 12 Professors
M13– Meeting 13 Teaching staff
M14– Meeting 14 Research active staff
M15– Meeting 15 Administration Council and admininstrators