AGJENCIA E SIGURIMIT TË CILËSISË NË ARSIMIN E LARTË

Institutional Review of Higher Education Institutions in Albania

Report of the Institutional Accreditation of University College "Qiriazi"

May 2018

REVIEW TEAM:

1. Mr Grant Horsburgh   Lead Reviewer

2. Prof Mark Davies   Reviewer

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About this review

The overall aim of Institutional Review is to assess the extent to which each higher education institution (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 experienced higher education reviewers from the United Kingdom and Albanian reviewers appointed by ASCAL. The review team is led by an experienced higher education reviewer from the United Kingdom.

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

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

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

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

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

The context of this review

The University College 'Qiriazi' (the College) is a non-public higher education institution which offers first and second-cycle levels of study in the fields of accountancy, business and financial management and law. Successful students main gain a bachelor, master of science or master of professional study award. The College was established in academic year 2006/07 with the main goal of providing students with a quality education that reflects the results of continuous scientific research and efforts for using the best scientific achievements in the areas of study on offer. The College was accredited in November 2009 but this was suspended for two academic years, resuming in academic year 2016/17.

At the time of this review the College consists of two main units and four departments: Faculty of Economics (Department of Business Management; Department of Finance) and, Faculty of Law (Department of Civil Law and Business Law; Department of Public and Administrative Law). Each Faculty also has a Scientific Research Centre. In addition, there are nine administrative units. The College employs 20 full-time and 13 part-time academic teaching staff and offers three first-cycle (bachelor) and six second-cycle (three masters of science and three professional master) programmes of study. **[HEI info on ASCAL database]** There are 83 undergraduate students, 28 master of science students and 6 students enrolled on professional master programmes.

Summary report

The University College 'Qiriazi' (the College) is a non-public higher education institution which offers first and second-cycle levels of study in the fields of accountancy, business and financial management and law and has been operating in Tirana city-centre since academic year 2006/07. At the time of this review the College has 118 students and offers three first-cycle (bachelor) and six second-cycle (three master of science and three professional master) programmes of study. There are 20 full-time academic staff organised into two main units, Faculty of Economics (Department of Business Management; Department of Finance) and, Faculty of Law (Department of Civil Law and Business Law; Department of Public and Administrative Law). Each Faculty also has a Scientific Research Centre. The College was accredited in November 2009 but this was suspended for two academic years, resuming in academic year 2016/17.

A Self-evaluation Report was developed by an Internal Self-evaluation Working Group which included five individuals representing each faculty, support units and a student representative. Drafts were circulated to a wider audience within the institution before being finalised. The Academic Senate authorised the release of the final report and for sending this to the Agency.

The visit took place over two days on the 22 and 23 March 2018. The review team was made up of two senior higher education reviewers from the United Kingdom and one experienced higher education member of staff from an Albanian institution. The review team was supported by the Review Manager and a note-taker provided by the ASCALASCAL The review team received the Self-evaluation Report and the portfolio of supporting evidence eight weeks in advance of the review visit, later supplemented by additional requested documentation before and during the visit. The wide range of supporting information provided by the College enabled the team to familiarise itself with the structure, policies, management procedures and nature of teaching and research activity undertaken. Evidence included the Statute and Regulations, internal reports, the annual report to the Ministry, admission and orientation procedures, list of external agreements and memoranda, examples of programme information and evidence of deliberative meetings.

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

The Standards for the Organisation and its Management are **substantially met**. In reaching this judgement, the review team did not note any features of good practice or affirm any action already planned by the institution. However, two **weaknesses** were identified: the lack of a formal written record of materials for discussion, opinions and proposals has the potential to undermine the College's ability to monitor effectively the implementation of decisions made *(Chapter III, Standard I.3; Chapter III, Standard II.3)*; the lack of international partnership cooperation which could lead to mobility opportunities for staff and students *(Chapter III, Standard III.4)*. As a consequence, to address these weaknesses,

the review team has made two **recommendations** for the College to implement by 31 December 2018: the College ensures that a formal written record is maintained of all materials for discussion, opinions and proposals during formally constituted boards and committees at institutional and departmental levels *(Chapter III, Standard I.3; Chapter III, Standard II.3)*; the institution continues to establish and implement international partnership cooperation as a means of facilitating mobility opportunities for staff and students *(Chapter III, Standard III.4)*.

The Standards for Resourcing are **substantially met**. In reaching this judgement, the review team did not note any features of good practice. However, two **weaknesses** were identified: lack of clarity in the financial planning process *(Chapter III, Standard VI.1; Chapter III, Standard VI.2; Chapter III, Standard VI.3)*; lack of updated literature, an effective cataloguing system and the lack of access to electronic resources for staff and students in the library *(Chapter III, Standard VII.4)*. As a consequence, to address these weaknesses, the review team has made two **recommendations** for the College to implement by 31 December 2018: the College reviews its financial planning methodology to ensure that the institution remains financial sustainable *(Chapter III, Standard VI.1; Chapter III, Standard VI.2; Chapter III, Standard VI.3)*; the College reviews, updates and enriches the library stock, develops and implements an effective library cataloguing system and provides students and staff with access to electronic resources within the library as a matter of some urgency. *(Chapter III, Standard VII.4)*. In addition, the review team was please to **affirm** the following two actions already being taken by the College: to implement fully an information system which will provide students with access to a range of relevant information related to their study programmes *(Chapter III, Standard VII.1)*; action being taken to appraise academic staff *(Chapter III, Standard IV.3)*.

The Standards for the Curriculum are **substantially met**. In reaching this judgement, the review team did not note any features of good practice. However, one **weakness** was identified: the absence of harmonisation of individual staff teaching load, scientific research and administrative commitment *(Chapter I, Standard I.5)*. As a consequence, to address this weakness, the review team has made one **recommendation** for the College to implement by 31 December 2018: the College develop and implement a policy to ensure that academic staff teaching load, scientific research and administrative commitment is harmonised effectively in accordance with Ministry requirements. *(Chapter I, Standard I.5)*. In addition, the review team was please to **affirm** the following action already being taken by the College: efforts to update the existing curricula by formally involving external partners in the process *(Chapter I, Standard I.12)*.

The Standards for Teaching, Learning, Assessment and Research are **partly met**. In reaching this judgement, the review team did not note any features of good practice. However, two **weaknesses** were identified: the absence of a College-wide effective approach to promoting continuous improvement in teaching quality for both new and established staff *(Chapter I, Standard II.4)*; the misplaced appreciation of, and confidence in, exaggerated research activity which may be a barrier to development *(Chapter II, Standards I.1 – I.8 inclusive)*. As a consequence, to address these weaknesses, the review has made two **recommendations** for the College to implement by 31 December

2018: the College implement an effective system and accompanying procedure to develop all teaching staff, to include first and second-cycle teachers, in teaching, learning and assessment, taking into account current best practice *(Chapter I, Standard II.4)*; the College re-evaluates its research credentials to provide a more realistic base on which to move forward *(Chapter II, Standards I.1 – I.8 inclusive)*. In addition, the review team was please to **affirm** the following action already being taken by the College: the steps being taken to develop and implement the College's plans for the coordination and promotion of research in line with the College's strategic development plan *(Chapter II, Standards I.1 – I.8 inclusive)*.

The Standards for Students and their Support are **substantially met**. In reaching this judgement, the review team did not note any features of good practice or affirm any action already planned by the institution. However, one **weakness** was identified: the lack of a clear approach to securing career development opportunities for its students *(Chapter I, Standard III.9)*. As a consequence, to address this weakness, the review team has made one **recommendation** for the College to implement by 31 December 2018: the College review its provision for students' career development by developing and implementing favourable policies to secure the employment of its graduates. This is particularly important given the vocational nature of the College's study programmes *(Chapter I, Standard III.9)*.

The College undertook the review in accordance with ASCAL guidelines. The review team acknowledge the University's level of engagement with the process and the cooperation provided to the review team throughout the visit phase. The review team consisted of Mr Grant Horsburgh (Lead Reviewer), Prof Mark Davies and Prof Raimonda Duka (External Reviewers).

Summary of findings

Good practice

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

Weaknesses
The review team identified the following weaknesses:

- the lack of a formal written record of materials for discussion, opinions and proposals has the potential to undermine the College's ability to monitor the implementation of decisions made effectively *(Chapter III, Standard I.3; Chapter III, Standard II.3)*
- the lack of international partnership cooperation which could lead to mobility opportunities for staff and students *(Chapter III, Standard III.4)*
- lack of clarity in the financial planning process *(Chapter III, Standard VI.1; Chapter III, Standard VI.2; Chapter III, Standard VI.3)*
- lack of updated literature, an effective cataloguing system and the lack of access to electronic resources for staff and students in the library *(Chapter III, Standard VII.4)*
- the absence of harmonisation of individual staff teaching load, scientific research and administrative commitment *(Chapter I, Standard I.5)*

- the absence of a College-wide effective approach to promoting continuous improvement in teaching quality for both new and established staff *(Chapter I, Standard II.4)*
- the misplaced appreciation of, and confidence in, exaggerated research activity which may be a barrier to development *(Chapter II, Standards I.1 – I.8 inclusive)*
- the lack of a clear approach to securing career development opportunities for its students *(Chapter I, Standard III.9)*.

Recommendations

The review team made the following recommendations:

- the College ensures that a formal written record is maintained of all materials for discussion, opinions and proposals during formally constituted boards and committees at institutional and departmental levels *(Chapter III, Standard I.3; Chapter III, Standard II.3)*
- the institution continues to establish and implement international partnership cooperation as a means of facilitating mobility opportunities for staff and students *(Chapter III, Standard III.4)*
- the College reviews its financial planning methodology to ensure that the institution remains financial sustainable *(Chapter III, Standard VI.1; Chapter III, Standard VI.2; Chapter III, Standard VI.3)*
- the College reviews, updates and enriches the library stock, develops and implements an effective library cataloguing system and provides students and staff with access to electronic resources within the library as a matter of some urgency *(Chapter III, Standard VII.4)*
- the College develop and implement a policy to ensure that academic staff teaching load, scientific research and administrative commitment is harmonised effectively in accordance with Ministry requirements *(Chapter I, Standard I.5)*
- the College implement an effective system and accompanying procedure to develop all teaching staff, to include first and second-cycle teachers, in teaching, learning and assessment, taking into account current best practice *(Chapter I, Standard II.4)*
- the College re-evaluates its research credentials to provide a more realistic base on which to move forward *(Chapter II, Standards I.1 – I.8 inclusive)*
- the College reviews its provision for students' career development by developing and implementing favourable policies to secure the employment of its graduates. This is particularly important given the vocational nature of the College's study programmes. *(Chapter I, Standard III.9)*.

Affirmation of action being taken

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

- to implement fully an information system which will provide students with access to a range of relevant information related to their study programmes *(Chapter III, Standard VII.1)*
- action being taken to appraise academic staff *(Chapter III, Standard IV.3)*
- efforts to update the existing curricula by formally involving external partners in the process *(Chapter I, Standard I.12)*

• the steps being taken to develop and implement the College's plans for the coordination and promotion of research in line with the College's strategic development plan *(Chapter II, Standards I.1 – I.8 inclusive)*.

Summary of judgements for each Evaluation Area

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

Summary Judgement

The reviewers recommend to the Accreditation Council that at University College 'Qiriazi' the State Quality Standards are substantially met.

Detailed report

Evaluation Area 1: The Organisation and its Management

1.1   The College's governance and regulatory frameworks are designed to align with national legal requirements for higher education institutions. **[SER p8; SER doc 1.1; ASCAL 141; M2-5]** The Statute sets out the University's mission, internal organisation and management structures. **[SER doc 1.1; ASCAL 141]** Individual and formal board and council responsibilities are also defined in regulations. **[SER doc 1.6; ASCAL 142 & 143]** The institution amends and changes its Statute and regulations as required. **[A5; M2-5]** Senate has approved an amended Statute and regulations to take account of the new higher education law and these have been submitted to the Ministry for approval. **[M2-4]** *(Chapter III, Standard I.1)*

1.2   The institution is organised to secure management efficiency in accordance with legislative requirements. **[SER pp9-12; SER doc 1.1 & 1.11; ASCAL 141]** Staff confirmed that the flow of information from departments to Senate, and the promulgation of decisions made by Senate to staff and students, is effective. **[M2-5; M9]** Arrangements for the management and administration of the institution and for collegial decision making, take account of legal expectations, work appropriately and are understood by staff at all levels. **[M2-5; M10]** *(Chapter III, Standard I.2)*

1.3   Boards and councils meet regularly and information on agenda items is made available to all staff in advance electronically. **[SER p12; A4; M2-5; M10]** Students and staff indicated that matters raised by them are given due consideration through constructive debate by boards and councils. **[M3; M9; M10]** Arrangements for the operation of deliberative councils and boards, and to support collegial discussion and debate, are understood by staff and students. **[M3; M9; M10]** Deans and heads of departments are responsible for monitoring locally the implementation of decisions made by formally constituted boards and councils. **[M3-5]** However, the institution was unable to provide written evidence in the form of meeting minutes and action plans to support statements made in the self-evaluation report or during discussions with staff. In acknowledging the small size of the institution and the resulting close working relationship between all staff and the student community, the lack of a formal written record of materials for discussion, opinions and proposals is a **weakness** which has the potential to undermine the College's ability to monitor the implementation of decisions made effectively. *(Chapter III, Standard I.3; Chapter III, Standard II.3)* It is **recommended** that the College ensures that a formal written record is maintained of all materials for discussion, opinions and proposals during formally constituted boards and committees at institutional and departmental levels. *(Chapter III, Standard I.3; Chapter III, Standard II.3)*

1.4   The College ensures that the limits of its autonomy are respected and that it operates within the confines of prevailing laws and regulations. **[SER pp12-13; M2-5; M10]** Staff indicated that self-governance is evident in organisational, academic and administrative units, teaching and scientific activities, financial and administrative matters. **[SER pp12-13; M2-5; M10]** The institution claims that the Internal Quality Assurance Unit has a key role in monitoring and

analysing the results of academic and research performance and the effectiveness of internal evaluation activities. **[SER p13; SER doc 1.23; ASCAL 158; SER pp12-13; M2-5; M10]** An overarching framework, general assessment principles, the role of Internal Quality Assessment Groups including student membership, and a detailed guide to evaluations and their reporting have been produced. **[SER doc 1.24 (in Albanian); A96]** A form has also been produced to facilitate the annual collection of data from staff. **[SER doc 4.9 (in Albanian); A101]** However, the institution was unable to provide written evidence of the Unit's internal evaluation activities to corroborate this claim. **[M5]** As noted in paragraph 1.3, there would be benefit in the Internal Quality Assurance Unit maintaining and retaining a formal written record of all internal evaluation activities. The College invites external consultants from public bodies and private companies to inform discussion at formal and informal meetings. **[M2-4; M11]** While still in its infancy at the time of the review visit, the institution claims that the Office of External Relations, Admission and Career Advice is well-placed to ensure that the College benefits from funding from European programmes. **[M4]** *(Chapter III, Standard I.4)*

1.5   The institution has an appropriate development strategy for the period 2016-2021 which has been approved by Senate and the Administration Board. **[SER pp13&14; SER doc 1.30; ASCAL 161; M2-M5]** The strategy has been drafted in accordance with the College mission and objectives and was considered during various stages of its development by management bodies and councils. **[SER pp13&14; M2-M4; M10; M11]** However, as noted in paragraph 1.3, the review team was unable to corroborate these claims through a formal written record. At the time of the visit strategic plans for the two departments were still in development. **[SER p14; SER doc 1.31; ASCAL 162]** *(Chapter III, Standard I.5)*

1.6   The annual report to the Ministry provides accounts of teaching and study programmes, scientific research, staffing, project activity and economic and financial matters. **[SER p14; SER doc 1.32; ASCAL 163]** The drafting process is led by Deans of faculty and informed by internal evaluation and self-assessment reports on department and study programme activities. The final report is made available to relevant boards and committees institution-wide and is available freely to staff and students through the website. **[SER p14; M2-M5]** However, as noted in paragraph 1.3, the review team was unable to corroborate these claims through a formal written record. *(Chapter III, Standard I.6)*

1.7   Faculties and departments are organised in accordance with legal requirements. **[SER pp14-18; HEI info on ASCAL site]** Management, executive, and administrative structures are separate from academic structures and organisational units. **[M2-M5; M10; M11]** Academic staff are qualified appropriately and exercise autonomy and academic freedom in teaching, research and all other academic activities. **[HEI info on ASCALASCAL database; M2-M5; M10; M11]** The College has an official website and offers first and second-cycle programmes in accordance with its legal status. **[SER pp14-18; HEI info on ASCAL site]** *(Chapter III, Standard II.1)*

1.8   The College has a network of partners at national and regional level which includes higher education institutions, public bodies and independent firms. **[SER pp19-21; SER docs 1.41&1.42; M2-M5; M10; M11]** Academic staff and placement providers indicated that there are

strong links between local and regional organisations and departments and programmes. **[M10; M11]** Discussion with staff and partners indicates that market research informs programme development to enable the College to accomplish its mission and purpose. **[M2-5; M10; M11]** However, as noted in paragraph 1.3, the review team was unable to corroborate these claims through a formal written record. Students and partners confirmed that the institution collaborates with a range of organisations to provide services and internships for students. **[M2-4; M9-11]** Graduate employability statistics are not used to evaluate study programmes since there have been no recent graduates. **[A2, Serial 10; M4]** While staff indicated that monitoring will be undertaken by the Office of External Relations, Admission and Career Advice once the first cohort of students has graduated, no plans as to how this will be undertaken were provided. **[M3-5]** *(Chapter III, Standard III.1; Chapter III, Standard III.2; Chapter I, Standard II.3)*

1.9   The development of partnership arrangements with overseas partners, oversight of local and regional collaborations and collaboration with other organisations to provide students with professional practice opportunities is overseen by the Office of External Relations, Admission and Career Advice. **[M2-5; M10; M11]** *(Chapter III, Standard III.3)*

1.10   The College has established a small number of formal agreements which enable staff and students to participate in international activities in Canada and Germany and to enable foreign staff and researchers to visit the institution. **[SER pp21&22; M2-5; M10]** Policies to support international mobility of academic staff and students have been have been established, but international partnership cooperation and take-up of mobility opportunities for staff and students is acknowledged as an area for further development by senior staff. **[SER p22; M4; M5]** The review team identified as a **weakness** the lack of international partnership cooperation which could lead to mobility opportunities for staff and students. *(Chapter III, Standard III.4)* It is therefore **recommended** that the institution continue to establish and implement international partnership cooperation as a means of facilitating mobility opportunities for staff and students. At the time of the review visit there were no foreign students enrolled at the College. **[M2-5; M10]** *(Chapter III, Standard III.4)*

Findings

Good practice

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

Weaknesses

The review team identified the following weaknesses:

•   the lack of a formal written record of materials for discussion, opinions and proposals has the potential to undermine the College's ability to monitor the implementation of decisions made effectively *(Chapter III, Standard I.3; Chapter III, Standard II.3)*

- the lack of international partnership cooperation which could lead to mobility opportunities for staff and students *(Chapter III, Standard III.4)*.

Recommendations

The review team made the following recommendations:

- the College ensures that a formal written record is maintained of all materials for discussion, opinions and proposals during formally constituted boards and committees at institutional and departmental levels *(Chapter III, Standard I.3; Chapter III, Standard II.3)*
- the institution continues to establish and implement international partnership cooperation as a means of facilitating mobility opportunities for staff and students *(Chapter III, Standard III.4)*.

Affirmation of action being taken

The review team did not note any affirmation of action already planned by the institution in this Evaluation Area.

Judgement

The standards for the Organisation and its Management are substantially met.

Evaluation Area 2: Resourcing

2.1   The College has a clear, open and fair recruitment policy covering all categories of academic and non-academic, full and part-time staff. Criteria and procedures for personnel recruitment are included in the internal regulation. **[ASCAL1 5, Chapter IV, Art 17 to 26]** The hiring of teaching, scientific and administrative staff is in accordance with the Law No.9741, 'On Higher Education in the Republic of Albania and other Law and bylaws. **[ASCAL 1 49; ASCAL 1 50; ASCAL 1 51]** Vacancies and criteria are openly published on the institution websites. **[ASCAL 52]** The institution states that it is prioritising the recruitment of graduates from international universities as well as academic staff with titles and scientific degrees. **[ASCAL 1 54; ASCAL 1 56; ASCAL 1 57; ASCAL 1 59]** The implementation of this policy has enabled the institution to attract individuals with ambition in the field of research and/or individuals engaged with external research groups. Recruitment policy and procedures for staff recruitment have also encouraged the involvement of external specialists and specialists from public administration in teaching**. [M4; M5]** An   organisation   chart   is   published,   according   to   the   Statute. [http://www.qiriazi.edu.al/?page_id=3160] *(Chapter III, Standard IV.1)*

2.2   While the institution states that staff integration is a priority there is no formal policy in place and only few social events and academic conferences to support the integration of academic and administrative staff have been organised. **[ASCAL 1.65-1.67; ASCAL 2 40; M10]** The College pays for staff social and health insurance by withholding money from staff's gross salary and paying its own contribution, according to local legislation. **[ASCAL L1 49; ASCAL 1 50; ASCAL 1 51]** Some tools have been used to inform students about study programmes, for example, television spots, websites, and visits to high schools. In 2017 the College implemented a marketing campaign to inform prospective students about its study programmes. Academic staff were also engaged in preparing information materials and informing perspective students. **[ASCAL 1 61; ASCAL 2 19; ASCAL L2 20; M9]** *(Chapter III, Standard IV.2; Chapter III, Standard IV.4))*

2.3   The institution encourages training of academic staff and provides in-house training courses as well as support for mobility abroad but the College intranet system (AULA) is not fully operational to support online training. **[ASCAL 1 2, pp. 25; ASCAL 1 59; M5; M6]** However, there does not appear to be any evidence of a systematic approach to induction and training of staff. The institution evaluates achievements of its academic staff by using different tools. **[ASCAL 1 62; B15; B16; M3; M5; M9]** While the College also encourages training and promotion of academic staff in Western universities, this opportunity has been used sporadically. Overall, the review team **affirms** actions being taken to appraise academic staff. **[M10]** *(Chapter III, Standard IV.3)*

2.4   The College implements clear rules and responsibilities for the effective management of human resources, mainly through its Human Resources Office and the rules and responsibilities for this office are set out clearly in its Statute and regulations. **[ASCAL 5, Art. 15-19; ASCAL 8 Art. 100-106]** The recruitment and staff contract processes, the collection of statistical data and the storage of all relevant documentation is undertaken by this office. However, the institution

used few tools to measure the effectiveness of Human Resources. **[ASCAL 1 2; pp.26; B16; B17; M5]** *(Chapter III, Standard II.2)*

2.5   The College has a relevant structure to support and implement its financial policy and the allocation of financial resources is based on this policy. **[http://www.qiriazi.edu.al/?page_id=3160]**. The Administration Board is responsible for budget formulation and execution and allocates funds according to agreed priorities and there are sufficient resources to fulfil the mission and to deliver current programmes. **ASCAL 2, pp. 28; ASCAL 1 5, Art.10; M5]** The College's income primarily comes from student fees, which are low compared to private higher education market rates, its sole shareholder, and loans and without an increase in income, perhaps through an increase in student numbers, or a substantial reduction in costs, this ratio is clearly unsustainable in the longer term and the College will want to consider carefully its overall financial model. **[M5]** The Administrator is responsible for the implementation of financial policy assisted by the Finance and Service Office. **[ASCAL 1 5, Art. 18; ASCAL 1 8, Art.103; ASCAL 18]** Financial policy is reviewed collegially by the Administration Board and there is clear separation in roles between the Administration Board and Senate on budget allocation. **[M4]** The decisions made by Administration Board are subsequently approved by Senate. Financial requests from teaching staff and academic recruitment are agreed through mutual discussion. **[M4; M5]** The College has not implemented an internal audit structure and although the institution is not obliged to audit its finances due to the short length of operation, an independent auditor has been appointed. **[M5]** However, the College did not provide sufficient evidence to indicate that the institution's financial planning process in the preceding two years was supported by statistical analysis of relevant data. **[ASCAL 1 48]** This lack of clarity in the financial planning process is a **weakness**. *(Chapter III, Standard VI.1; Chapter III, Standard VI.2; Chapter III, Standard VI.3)* It is **recommended** that the College reviews its financial planning methodology to ensure that the institution remains financial sustainable. *(Chapter III, Standard VI.1; Chapter III, Standard VI.2; Chapter III, Standard VI.3)*

2.6   The College has introduced an information system with the intention of providing students and staff with access to a range of information related to study programmes, assessment outcomes, and other relevant information. Staff and students have access to this system, but at the time of the visit, the system was not yet fully operational. **[ASCAL 64; M5; M6]**. The College indicated that there are dedicated offices with responsibility for the storage, administration and dissemination of information and the institution's website is used to provide information to the wider public. **[SER p27; ASCAL 78]** The review team **affirms** actions being taken to implement fully an information system which will provide students with access to a range of relevant information related to their study programmes. *(Chapter III, Standard VII.1)*

2.7   There are two computer laboratories for students with a total of 30 work stations. This gives a personal computer to student ratio of approximately 1:4. The lecture and seminar rooms have access to the College WI-FI and some of them are equipped with appropriate visual devices. **[SER p27; M6]** Students and academic staff reported that they have sufficient access to computers and other facilities in classrooms and that the heating system is excellent. **[M10; M11]** *(Chapter III, Standard VII.2)*

2.8   Students and academic staff confirmed that relevant learning recourses are available in the library and online. **[M9; M10]** The library has 944 copies of books and other hard copy publications. **[ASCAL 75]** However, the College library is small (approximately 50 square meters), has a limited stock of books with some outdated English texts and no e-books. In addition, library stock is not stored, maintained and developed appropriately as the library has not developed and implemented a cataloguing system and there is no computer to provide web access in the library. **[M6]** The lack of updated literature, an effective cataloguing system and the lack of access to electronic resources for staff and students is a **weakness**. *(Chapter III, Standard VII.4)* It is **recommended** that the College reviews, updates and enriches the library stock, develops and implements an effective library cataloguing system and provides students and staff with access to electronic resources within the library as a matter of some urgency. *(Chapter III, Standard VII.4)*

2.9   The institution has not developed a logistics administrative structure and has therefore not conducted surveys to evaluate logistical services, including seeking student feedback on the effectiveness of its logistical services. **[ASCAL 76]** *(Chapter III, Standard VII.6)*

2.10   The College owns the building which is quiet, well maintained and located away from industrial sites and provides an appropriate infrastructure to carry out its functions and investment is ongoing. **[ASCAL 71; ASCAL 72; ASCAL L179, p11; M6]** The building meets requirements in relation to pollution, heating, acoustics, lighting, hygienic and sanitary conditions for students. **[ASCAL 77; ASCAL 114]** The institution maintains a record of its fixed assets and real estate, which is certified by external audit. **[ASCAL 71]** The total area of the institution is 3,809 square metres, of which 1,094.6 square metres are classrooms, 1,700 square metres are sports facilities and 63.9 square metres for sanitation. The College indicated that the average square metres per student is above the maximum, which is 7.5-8.0 square metres per student. **[SER p28; M6]** *(Chapter III, Standard VII.3; Chapter III, Standard VII.5; Chapter III, Standard V.1)*

2.11   The Archive and Protocol Office maintains all records. The Office retains all paper records and correspondence and archives hard copies of all essential academic activities. **[ASCAL 78; M6]**. All relevant student information is maintained in the Student Secretary's Offices and the institution has files on all of its students, including details on application, admission, grades and graduation certificate**. [M6]** As noted in paragraph 2.3, the AULA system is not fully operational and therefore at the time of the visit could not enable electronic storage of student data. **[ASCAL 8, Art.101-102; M6]** However, documents relating to academic activity are maintained in both electronic form and hard copy at all levels. **[ASCAL 82-88; College website]** *(Chapter III, Standard V.2)*

Findings

Good practice

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

Weaknesses

The review team identified the following weaknesses:

- lack of clarity in the financial planning process *(Chapter III, Standard VI.1; Chapter III, Standard VI.2; Chapter III, Standard VI.3)*
- lack of updated literature, an effective cataloguing system and the lack of access to electronic resources for staff and students in the library *(Chapter III, Standard VII.4)*.

Recommendations

The review team made the following recommendations:

- the College reviews its financial planning methodology to ensure that the institution remains financial sustainable *(Chapter III, Standard VI.1; Chapter III, Standard VI.2; Chapter III, Standard VI.3)*
- the College reviews, updates and enriches the library stock, develops and implements an effective library cataloguing system and provides students and staff with access to electronic resources within the library as a matter of some urgency. *(Chapter III, Standard VII.4)*.

Affirmation of action being taken

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

- to implement fully an information system which will provide students with access to a range of relevant information related to their study programmes. *(Chapter III, Standard VII.1)*
- action being taken to appraise academic staff *(Chapter III, Standard IV.3)*.

Judgement

The standards for Resourcing are substantially met.

Evaluation Area 3: The Curriculum

3.1   The College offers study programmes aligned closely with its mission and Development Strategy 2016-2021. The Strategy has taken into consideration the current offer in the higher education market to develop study programmes in finance, business administration and business law and currently offers three bachelor and six master programmes, three of which are accredited. **[ASCAL 1. 179 p5; ASCAL 2. 9; M1; M10]** Based on this research the institution has developed three new programmes which are waiting for Ministry approval. **[ASCAL 1.33, p2&17; M1; M4]** Study programmes provide knowledge and information as well as practical skills and competences for the preparation of specialists. **[ASCAL 1. 2 p33; ASCAL 2. 37]** The content of all study programmes is presented on diplomas that are issued to successful students. **[ASCAL 1. 146; ASCAL 1. 147]** *(Chapter I, Standard I.1; Chapter I, Standard I.3)*

3.2   The College publishes required information on all study programmes on its website. **[www.qiriazi.edu.al]** Programme information and admission criteria are also published in the U-Albania platform. **[ASCAL 1. 79]** The institution maintains contact with the high schools through organising orientation meetings with secondary school graduates and high school directors country-wide. Such events are used to distribute institutional and programme information. **[ASCAL 1. 2 p32; ASCAL 1. 80; ASCAL 2. 17&18; ASCAL 2. 20; M9; M10]** The College also makes use of social media to provide public information on study programmes and participated in the fair 'Work and Study' 2017. **[ASCAL 2. 78, 79, 80; SER doc 3.13; M9]**. *(Chapter I, Standard I.1)*

3.3   The institution has developed and implemented clear application procedures and admission criteria for students. The Academic Senate approves admission criteria for each academic year which take account of Ministry requirements. **[ASCAL 1. 2, p32; ASCAL 1. 79; ASCAL 1.81; M10]** Study programs are organised effectively with regard to the number of credits, the availability of teaching space, students' learning practice and all other learning and teaching aspects. **[ASCAL 1.82-89; ASCAL L2 29&31]** The College web site contains only brief programme information but students are provided with a hard copy of their syllabus which is supplemented by lectures providing information through email and at the beginning of each semester. **[ASCAL L1. 2, p34; M9]** College regulations define clearly assessment rules for testing student skills and these are also included in the syllabus. Students stated that they are aware of all relevant policy and procedures. [**ASCAL 1. 144 Chapter VII; ASCAL 1.102; ASCAL 2. 31; M10]** *(Chapter I, Standard I.1; Chapter I, Standard I.6)*

3.4   The institution only offers full-time studies. However, study schedules are being introduced to meet the needs of master students. **[ASCAL 1. 92; M9]** As noted in paragraph 1.4, the Internal Quality Assurance Unit is responsible for evaluating study programmes but no evidence was provided to support this claim. **[ASCAL L1. 5, Ar.43, p23-24; ASCAL 1.158, Ar.8, p4]** *(Chapter I, Standard I.2)*

3.5   The College's focus is on offering programmes which reflect local and national trends. **[ASCAL1. 30, p2]** The institution does not offer joint degree programmes nor does it collaborate

with other higher education institutions to offer common courses or modules. However, the College takes account of international academic models to develop the curricula. **[ASCAL, p33, ASCAL1. 43; M1; M9; M10]** All study programmes are organised in accordance with the Bologna Process and are organised in modules and evaluated in credits, according to the European System of Credit Transfer and Accumulation System (ECTS). **[ASCAL1. 82; ASCAL1. 83; ASCAL1. 92]** A diploma is issued at the end of each study programme along with a supplement in Albanian and English, recognised by MARS**. [ASCAL1. 116; ASCAL1. 117]** *(Chapter I, Standard I.4; Chapter I, Standard I.10)*

3.6   The teaching load of academic staff is allocated in accordance with by-laws, College regulations and the limited number of enrolled students. **[ASCAL1 2 p33]** The total workload per year is allocated by the head of department. However, Ministry requirements on teaching load are not applied as the distribution of teaching load fluctuates between full-time academic staff and does not take into account the academic grade and the administrative workload. **[ASCAL 1.49; ASCAL 1.50; ASCAL 1.51; ASCAL2. 38; M10]** The absence of harmonisation of individual staff teaching load, scientific research and administrative commitment is a **weakness**. It is therefore **recommended** that the College develop and implement a policy to ensure that academic staff teaching load, scientific research and administrative commitment is harmonised effectively in accordance with Ministry requirements. *(Chapter I, Standard I.5)*

3.7   First-cycle study programmes are drafted to ensure that graduates are able to enter the labour market or to continue to second-cycle study. **[ASCAL1.2 p34]** Study programmes provide students with basic knowledge, general scientific methods and principles, such as foreign languages and computer skills. **[ASCAL1. 82-84]** Students are informed and are aware of the possibility to transfer credit between programmes. In academic year 2017-2018, 61.4 per cent of students enrolled on first-cycle programmes have transferred from other academic institutions. **[ASCAL. 1.1, Art.34, p19; ASCAL18, Chapter 10, Art.8, p35; ASCAL1.179 p6; M9]** *(Chapter I, Standard I.7)*

3.8   The College has a Student Counselling Section comprising Student Counselling, Administrative Transparency and Alumni Office. **[**http://www.qiriazi.edu.al/?page_id=3160*)***]** A variety of alternative teaching methods are deployed by teaching staff in response to the interests of students. **[ASCAL1 2 p35; M9; M10]** The institution gives priority to academic staff who are active in research activities. **[ASCAL1 2; ASCAL1.55]** Full-time academic staff comprise 60 per cent of staff committed to delivering first-cycle programmes. Such staff cover 75 per cent of the teaching load. **[ASCAL1 2 p35; ASCAL1.89; ASCAL2.38]** *(Chapter I, Standard I.8)*

3.9   In academic year 2017-2018 82 per cent of full-time academic staff approved by Senate comprised of professors (22 per cent) and doctor (61 per cent). The College states that such staff are engaged in continuous scientific research but have been involved in improvement and implemantation of study programmes in both cycles. **[ASCAL1.2 p35; ASCAL1.89; ASCAL1.115; ASCAL2.6; M10]** Professional practice and student draft thesis are conducted in cooperation with private sector and state companies. The College does not gather statistical data for employment of its graduates, because the first students, post suspension will graduate this

academic year. **[ASCAL1.2, p36; ASCAL1.45]** Only academic staff with scientific degrees teach in second-cycle programmes according to legal requirements. Full-time academic staff deliver over 70 per cent of the curriculum to second-cycle study programmes. **[ASCAL1. 91]** *(Chapter I, Standard I.9)*

3.10   Study programmes aim to balance theory and practice through the inclusion of practical exercises, case studies and laboratory classes to support lectures. External partners provided feedback on the proposed development of curriculum when accreditation was reintroduced. **[ASCAL1.2 p37; ASCAL1.102]** All second cycle study programmes include preparing a diploma thesis. In the first cycle, only the students who reach or exceed the average grade may apply to prepare a thesis. The rules and standards for writing and evaluation of the thesis are clearly defined in the study programme and College regulations. **[ASCAL1.2 p37; ASCAL1.82-85; ASCAL1.90; ASCAL1.91; APPAL2.36; M11]** *(Chapter I, Standard I.11)*

3.11   Study programmes in both faculties offer special modules with knowledge from the socio-economic area and modules that are directly related to the field of employment specialisation. **[ASCAL1 2, p38; ASCAL1.82; ASCAL1.83; ASCAL1.90]** Students must also complete a mandatory professional practice or internship in bachelor and professional master study programmes. Professional practice is included in all study programmes and exposes students to working in a business or a public institution. The institution cooperates with external partners to support the implementation of student practices. External partners also contributed to curricula development. The review team **affirms** the College's efforts to update the existing curricula by formally involving external partners in the process. See also paragraph 4.4. **[ASCAL1.45; ASCAL1.82-1.85; ASCAL1.90; ASCAL1.91; ASCAL1.120; ASCAL2.47; M11]** Internship duration is two weeks and is allocated four ECTS credits. Students prepare a final report, which describes the host organisation, analyses lessons learned during the internship and offers personal reflections. *(Chapter I, Standard I.12)*

Findings

Good practice

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

Weaknesses

The review team identified the following weaknesses:
•   the absence of harmonisation of individual staff teaching load, scientific research and administrative commitment *(Chapter I, Standard I.5)*.

Recommendations

The review team made the following recommendations:

- the College develop and implement a policy to ensure that academic staff teaching load, scientific research and administrative commitment is harmonised effectively in accordance with Ministry requirements. *(Chapter I, Standard I.5)*.

Affirmation of action being taken

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

- efforts to update the existing curricula by formally involving external partners in the process *(Chapter I, Standard I.12)*.

Judgement

The standards for the Curriculum are substantially met.

Evaluation Area 4: Teaching, Learning, Assessment and Research

4.1   The regulations applying to each study programme are approved by Senate. **[SER p39; SER doc 4.2]** Study programmes are clearly defined in terms of teaching and assessment loads and their structure is published. **[SER p39; SER doc 4.1; A98]** The definitions translate into comprehensive student handbooks for each module. **[A93; A94]** Similarly, the rules for thesis production are comprehensive and clear; and to ensure uniformity there is a common template for bachelor theses. **[SER p40; A140; ASCAL 121 (in Albanian)]** The College has a firm understanding of its programmes and their delivery, and these are well-matched to the ethos of the institution and show strong alignment to professional practice. **[SER p40; M3; M4; M10]** An example is the Professional Practice Package, common to all programmes, that is clearly explained to all stakeholders. **[SER p39; A99; ASCAL 120 (in Albanian)]** At the start of each academic year there is a departmental discussion to refine the curriculum and teaching methods during the coming year. **[M10]** *(Chapter I, Standard II.1)*

4.2   In general students expressed support for the College's curricula and the learning materials supplied. **[M9]** While staff regarded the College's resources as appropriate and, in general, there is capacity within the current physical resources to operate the programmes efficiently, not all classrooms are equipped with modern projection facilities, and in one large auditorium the projected image is too small to be seen adequately from the rear of the room **[SER p39; M3; M6]** The College has entered into seven agreements with external bodies that provide internship opportunities for students, including the Tirana Chamber of Commerce and Industry. **[A15; B11]** However, the team was presented with no evidence to show how internships were managed or indeed that internships had occurred. The review team concluded that internships are not yet a fully operational feature of the College. *(Chapter I, Standard II.1)*

4.3   Examination rules and requirements, and graduation criteria and procedures are contained within faculty regulations which are themselves approved by the Administration Board and Senate. **[ASCAL 11, p17]** Assessment and graduation information is additionally posted in the entrance of the institution for ready access by students. The process and procedure for student complaints against examination scores is clearly laid out in the College regulations. **[ASCAL 8, Part 1, p35]** Examinations are marked anonymously and students access their scores electronically. **[A60; M5; M9; M10]** Students and teaching staff were aware of all the procedures relating to assessment, including graduation criteria and complaints, and expressed satisfaction with these arrangements. **[M9; M10]** Diploma certificates are clear and complete, and meet the requirements of the College's regulations. **[ASCAL 8, Part 2, p47; SER doc 4.5]** *(Chapter I, Standard II.2)*

4.4   Lecturers are assessed at the end of each semester by questionnaires, completed by students, which are fit-for-purpose. **[ASCAL 11, Article 55 (in Albanian); SER doc 2.18; A7; A37; M3; M9; M10]** Summary reports are presented to the relevant Dean of Faculty. **[B13; M3]** Where performance is questioned the lecturer may be observed by other staff; ultimate sanctions include suspension and demotion. **[M3]** Staff indicated awareness of these sanctions, but stated that teaching quality had never been rated as low. **[M10]** Modules are similarly evaluated using a

simple eight-question form that captures well the essential elements of a module. **[A60; SER doc 4.7 (in Albanian); M9**] Although the outcomes are presented to departments for reflection and action, changes to programmes as a result of this process have not been implemented because the College considers that two years' data is not sufficient on which to base a judgement. **[M3; M5; M9]** The team considered this view erroneous and the College may wish to revise its stance in this respect. Nonetheless, changes to study programmes in response to staff feedback did occur as the College came out of suspension. **[A61]** However, though data on teaching staff and modules are collected, the College was unable to demonstrate how the data are used in enabling the continuous improvement of study programmes and this contributes to the **affirmation** identified in paragraph 3.11. *(Chapter I, Standard II.3)*

4.5   The institution indicated that lecturing staff are trained in teaching, and in their field of study, but provided no evidence to substantiate this. **[SER p43; M2-10]** Training in teaching is not systematic either for new or established teaching staff and occurs opportunistically; and though staff claimed there was encouragement for experimentation in teaching, they were unable to provide any evidence of this other than suggesting that the College would not hinder them. **[M10]** The absence of a College-wide effective approach to promoting continuous improvement in teaching quality for both new and established staff is a **weakness** *(Chapter I, Standard II.4)*. It is **recommended** that the College implement an effective system and accompanying procedure to develop all teaching staff, to include first and second-cycle teachers, in teaching, learning and assessment, taking into account current best practice. *(Chapter I, Standard II.4)*

4.6   Research is very embryonic, senior staff refered to the College taking its first steps in research activity. **[M2]** While the College does not discourage research activity, it is not systematically managed or coordinated. Though staff are free to pursue their individual research interests, the College does not manage any research projects and has not responded to any research bids in recent years or applied for any funding for its scientific research activities. **[A2, Serial 39; A2 Serial 44; M2; M4]** *(Chapter II, Standards I.1 – I.8 inclusive)*

4.7   College regulations stipulate the department as the basic teaching and research unit, organising activity by cognate discipline to promote, coordinate and manage teaching and research activities, and having responsibility for their development. **[SER doc 1.6]** The regulations are in part based on the Albanian State Quality Standards and reflect the wording of the Standard Guidelines. Departments are governed by their own regulations, which mirror those of the College and faculty. **[SER doc 1.33]** Departments may be organised into educational groups, the leaders of which are selected by a commission appointed by the Faculty Dean. **[SER doc 1.33.1, p4]** The College indicated that research activity and priorities are discussed and organised operationally at departmental level, through departmental working plans monitored by heads of departments, but the review team could find no evidence to support this claim. **[A2, Serial 45; M3]** While departments have some financial autonomy, staff indicated that although Departments may request extra funding, they do not have any budgetary discretion. **[SER p43; M4]** The main goal of any research activity at the College is to support students and the teaching provision. **[A2, Serial 44]** *(Chapter II, Standards I.1 – I.8 inclusive)*

4.8   The College has appointed one Head of Research Centre and has entered into formal agreements with four Albanian and two overseas universities for various research-related collaborative activities. **[A63; M3]** However, all bar one of these agreements commenced in 2017 and have yet to show their potential. As a result, firm research collaborations do not yet exist, though the College's agreement with the Chamber of Commerce could yet bear fruit swiftly. **[A2, Serial 51]** One aspiration is the development of an in-house journal for the publication of research results. **[A70]** However, such a venture may be counter-productive in that it limits exposure of College research to a within-College audience. *(Chapter II, Standards I.1 – I.8 inclusive)*

4.9   Many academic staff have higher degrees at both masters and doctoral levels. The selection process for new academic staff employs a points-based system that awards points for possession of higher degrees and for research outputs. **[A70; M3]** Staff were able to give an example of where research activity had influenced appointment. **[M3]** The College has no procedures in place to protect intellectual property, though its current research activity is unlikely to generate any. **[A2, Serial 50]** *(Chapter II, Standards I.1 – I.8 inclusive)*

4.10   In addressing the College's priority of hosting international conferences a conference concerning the transformation of Albanian society was held at the College in December 2017. **[SER p44; A14; A66]** College staff and students were given free access to the conference which was partly funded by the Student Council. **[M4; M9]** A further research conference is planned for later in 2018 in conjunction with the local Chamber of Commerce **[A2, Serial 42]** *(Chapter II, Standards I.1 – I.8 inclusive)*

4.11   The College is at an early stage in coordinating its research activity, but it has significant aspirations in terms of research priorities, covering a broad range of activities as set out in the Strategic Development Plan. **[ASCAL 33; A68]** The institution plans to enhance coordination through the production of annual research plans, extending external cooperative ventures, organising conferences, recruiting research-active staff and encouraging international publications. **[SED p46; ASCAL 33; M4]** This will be implemented through identifying labour market needs and national economic development, and to take advantage of European partnership opportunities. **[M2]** However, the exact means by which these enhancements will be achieved was not elaborated through any planning process or made plain to the review team. **[M4]** *(Chapter II, Standards I.1 – I.8 inclusive)*

4.12   The College's research outputs are modest. Of the College's staff, eight have produced outputs relating to research, a mix of conference participation and articles in national and international literature, though very few in international research journals and many in Albanian. **[ASCAL 4.8; A64; A65]** While outputs in Albanian only may be limiting exposure of the work, it might also be ensuring access for those without sufficient knowledge of English. Conference participation by staff is limited, though there has been some participation outside Albania. **[A64; A65]** Members of the Administration Board indicated that funding for staff to attend conferences was available, but staff met during the visit had not been supplied with such funds and each had self-financed their conference participation. **[M5; M10]** One member of senior staff has travelled repeatedly overseas for professional development in research, but that aside, and as noted in

paragraph 1.10, the College's mobility strategy for incoming and outgoing staff and students is aspirational. **[A2; A73 (in Albanian); A74 (in Albanian); M3; M5]** *(Chapter II, Standards I.1 – I.8 inclusive)*

4.13   It is acknowledged that the College's research standing is partly mitigated by its relatively recent resumption of activities and the review team **affirms** the steps being taken to develop and implement the College's plans for the co-ordination and promotion of research in line with the College's strategic development plan. *(Chapter II, Standards I.1 – I.8 inclusive)* However, the College has no systemic means for financially supporting staff with their research endeavours. **[M10]** The College expressed pride in its research prowess, achievements and outputs. **[SER pp43-47; M2-10]** This misplaced appreciation of, and confidence in, exaggerated research activity is a **weakness** that may be a barrier to development *(Chapter II, Standards I.1 – I.8 inclusive)*. It is **recommended** that the College re-evaluates its research credentials to provide a more realistic base on which to move forward. *(Chapter II, Standards I.1 – I.8 inclusive)*

Findings

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

Weaknesses
The review team identified the following weaknesses:

- the absence of a College-wide effective approach to promoting continuous improvement in teaching quality for both new and established staff *(Chapter I, Standard II.4)*
- the misplaced appreciation of, and confidence in, exaggerated research activity may be a barrier to development *(Chapter II, Standards I.1 – I.8 inclusive)*.

Recommendations
The review team made the following recommendations:

- the College implement an effective system and accompanying procedure to develop all teaching staff, to include first and second-cycle teachers, in teaching, learning and assessment, taking into account current best practice *(Chapter I, Standard II.4)*
- the College re-evaluates its research credentials to provide a more realistic base on which to move forward *(Chapter II, Standards I.1 – I.8 inclusive)*.

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

- the steps being taken to develop and implement the College's plans for the coordination and promotion of research in line with the College's strategic development plan *(Chapter II, Standards I.1 – I.8 inclusive)*.

Judgement

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

Evaluation Area 5: Students and their Support

5.1   Responsibility for admission of students lies with the Office of Foreign Relations, Admissions and Career Advice. **[SER p48]** Student admission quotas are set internally in relation to College resources. **[SER p48]**. Admissions criteria are specified and are appropriate **[SER doc 3.1; B18]** Though each study programme has a quota for foreign students, thus far the College has not recruited any foreign students. **[SER doc 3.3; M3]** The College runs career orientation days for potential students and distributes literature to, and makes visits to schools, coordinating as appropriate with the Tirana Regional Education Directorate and with which applicants' documents are verified. **[SED p48; B18; M3]**. The College makes use of social media to advertise its programmes and students met by the team indicated that the publicity materials accurately reflected College life. **[A16; M3]** Students also indicated that they were satisfied by their induction to the College, including the use of more senior students to act as guides. **[M3; M9]** The College indicated that its staff: student ratio is 1:1.8. **[SER p49]** *(Chapter I, Standard III.1)*

5.2   The College has a firm grip on its communication activities and provides email accounts for its staff. **[SER p49]** Appropriate student data, including addresses and telephone numbers are held in the Office of the College Secretary in individual student files. **[SER p 49; M5]** The College can contact its students through their private or College-supplied email accounts, or though messaging in the AULA system. **[M5]** *(Chapter I, Standard III.2)*

5.3   Though the College indicated that the Office of Foreign Relations, Admissions and Career Advice has responsibility for policy relating to the orientation and mentoring of students, the College provided very little information to support this claim. However, see also paragraphs 2.3 and 2.11. **[SER p50]** The College was unable to provide evidence of the information that it provided to students to guide them through, and integrate them in, their study programmes. **[A2, Serial 54]** *(Chapter I, Standard III.3)*

5.4   The College does not admit students who wish to study part-time. **[SER p50]** The institution has attempted to address social mobility issues by providing a small number of scholarships for students from low-income families. **[M9]** The College has quotas for each study programme for students with disabilities, Roma students, and Balkan Egyptian students. **[SER p50; SER doc 3.3]** Though the College indicated that such students receive 'special attention in terms of support and facilitation of the learning process', it did not elaborate on what the special attention referred to, and also reported that it has thus far not enrolled any such students. **[SER p50; A2, Serial 56]** *(Chapter I, Standard III.4)*

5.5   The College provides a book and stationary shop for students. **[M6]** While the College does not supply sufficient computing hardware facilities for all its students, the students supplement the provision with their own devices, and the students reported satisfaction with the provision of information technology facilities. See also paragraph 2.7. **[M9]** The library is governed by a set of specific 'Regulations of the College Library', which are fit-for-purpose. **[SER doc 5.8]** The regulations specify who can become a member and the procedure for borrowing material. The College claims to have a collection of books that support students in each of the study

programmes. **[SER p40; SER doc 4.4]** During the visit staff and students praised the library and were aware of its opening hours. **[M9; M10]** The library contains both material that is relevant to the study programmes, and material that gives opportunity for students to enrich their learning more generally and is updated with new stock each year. However, see paragraph 2.9. **[SER p51; SER doc 4.4; A2, Serial 58; M6]** Departments requesting funding for the library must apply via their Dean to the Administration Board. Allocations are decided at a joint meeting of Senate and the Administration Board. **[M4]** Nevertheless the book collection is modest and, in some cases, out-of-date. **[M6]** Though students can access an electronic searchable database of library stock, students met during the visit were not aware of the database and the books are not kept in any systematic order, hampering their ready access. **[M6; M9]** The College does not supply electronic access to research databases and journals thus the needs of those students whose studies rely on research findings, for example, second cycle students, are not fully met. **[M9]** These deficiencies contribute to the **weakness** identified in paragraph 2.9. *(Chapter I, Standard III.5)*

5.6   Although improving Student Services is a College strategic goal, it provided very little information concerning how it offers first-cycle students support through university services to facilitate their progress, and there was no plan in evidence to operationalise the strategic goal. **[SER doc 1.30, p19]** Throughout their studies the College provides for individual meetings between students and dedicated tutors to check that the students' learning is on-track, and to provide assistance when students are experiencing difficulties, which can occur during examination periods. **[A77; A2, Serial 59; M5]** Informal remedial classes are offered, and the College issues a timetable for these, which increase in frequency during examination periods. **[M5]**. Students are supported to find appropriate literature by teaching staff, who direct students at the start of each module. **[A2, Serial 58]** *(Chapter I, Standard III.6)*

5.7   Students have membership (one representative each) of Senate, the Internal Quality Assurance Unit, and the Board of Ethics. **[SER p51; SER doc 5.1; A6]** These individuals, forming its whole constitution, also represent students through the Student Council as stipulated in the College's statutes. **[SER p52; SER doc 1.1, p21; A6]** However, students are neither members of the Administration Board or any faculty-level structures. **[A8; M5]** The College may wish to strengthen its involvement of students in decision-making by re-constituting these bodies with student representation. Funds for the Student Council are allocated at a joint meeting of Senate and the Administration Board and are used in addition to funding the 2017 research conference, for example, to purchase library books, and to produce health promotion materials for students **[SER doc 1.1, p22; M4; M9]** The Student Council acts as a conduit for raising students' concerns to the College. **[M9]** *(Chapter I, Standard III.7)*

5.8   Given the small scale of the College it does not supply sports facilities to its students. Nonetheless it encourages students to organize festivities, particularly at times of national festivals and at the end of the academic year. **[A102 (in Albanian)]** It also supports students' heath by offering medical insurance and by arranging for talks by doctors on preventative medicine. **[A81; A82; M9]** *(Chapter I, Standard III.8)*

5.9   The College provided no evidence to support how it assists in students' employment. In later written evidence the College noted that since its re-opening it had yet to produce graduates and claimed for this reason it had yet to begin assisting its students to enter employment. **[A2, Serial 62]** However, during the review visit it was noted that the College has a careers office to assist students into employment and had recently signed agreements with bodies that could eventually lead to securing graduate employability, and its students have opportunity to participate in careers events organised by the Chamber of Commerce and Industry. **[M4; M11]** The careers office is rudimentary, contains no specific careers material, is not operated by professionally trained staff, and also functions to provide general academic advice and support. **[M6]** Further, it was located in a room that could only be accessed through the Student Secretary's Office, and some students met during the visit were not aware of its location. This led the review team to conclude that the careers office is not functioning fully. **[M9]** The preparation for employment is important at any stage of study and the lack of a clear approach to securing career development opportunities for College students is a **weakness**. The team **recommends** that the College review its provision for students' career development by developing and implementing favourable policies to secure the employment of its graduates. This is particularly important given the vocational nature of the College's study programmes. *(Chapter I, Standard III.9)*

Findings

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

Weaknesses
The review team identified the following weaknesses:

- the lack of a clear approach to securing career development opportunities for its students *(Chapter I, Standard III.9)*.

Recommendations
The review team made the following recommendations:

- the College review its provision for students' career development by developing and implementing favourable policies to secure the employment of its graduates. This is particularly important given the vocational nature of the College's study programmes. *(Chapter I, Standard III.9)*.

Affirmation of action being taken
The review team did not note any affirmation of action already planned by the institution in this Evaluation Area.

Judgement

The standards for Students and their Support are substantially met.

Summary of findings

Good practice

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

Weaknesses
The review team identified the following weaknesses:

- the lack of a formal written record of materials for discussion, opinions and proposals has the potential to undermine the College's ability to monitor the implementation of decisions made effectively *(Chapter III, Standard I.3; Chapter III, Standard II.3)*
- the lack of international partnership cooperation which could lead to mobility opportunities for staff and students *(Chapter III, Standard III.4)*
- lack of clarity in the financial planning process *(Chapter III, Standard VI.1; Chapter III, Standard VI.2; Chapter III, Standard VI.3)*
- lack of updated literature, an effective cataloguing system and the lack of access to electronic resources for staff and students in the library *(Chapter III, Standard VII.4)*
- the absence of harmonization of individual staff teaching load, scientific research and administrative commitment *(Chapter I, Standard I.5)*
- the absence of a College-wide effective approach to promoting continuous improvement in teaching quality for both new and established staff *(Chapter I, Standard II.4)*
- the misplaced appreciation of, and confidence in, exaggerated research activity may be a barrier to development *(Chapter II, Standards I.1 – I.8 inclusive)*
- the lack of a clear approach to securing career development opportunities for its students *(Chapter I, Standard III.9)*.

Recommendations
The review team made the following recommendations:

- the College ensures that a formal written record is maintained of all materials for discussion, opinions and proposals during formally constituted boards and committees at institutional and departmental levels *(Chapter III, Standard I.3; Chapter III, Standard II.3)*
- the institution continues to establish and implement international partnership cooperation as a means of facilitating mobility opportunities for staff and students *(Chapter III, Standard III.4)*
- the College reviews its financial planning methodology to ensure that the institution remains financial sustainable *(Chapter III, Standard VI.1; Chapter III, Standard VI.2; Chapter III, Standard VI.3)*
- the College reviews, updates and enriches the library stock, develops and implements an effective library cataloguing system and provides students and staff with access to electronic resources within the library as a matter of some urgency *(Chapter III, Standard VII.4)*

- the College develop and implement a policy to ensure that academic staff teaching load, scientific research and administrative commitment is harmonised effectively in accordance with Ministry requirements *(Chapter I, Standard I.5)*

- the College implement an effective system and accompanying procedure to develop all teaching staff, to include first and second-cycle teachers, in teaching, learning and assessment, taking into account current best practice *(Chapter I, Standard II.4)*

- the College re-evaluates its research credentials to provide a more realistic base on which to move forward *(Chapter II, Standards I.1 – I.8 inclusive)*

- the College review its provision for students' career development by developing and implementing favourable policies to secure the employment of its graduates. This is particularly important given the vocational nature of the College's study programmes. *(Chapter I, Standard III.9)*.

Affirmation of action being taken

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

- to implement fully an information system which will provide students with access to a range of relevant information related to their study programmes *(Chapter III, Standard VII.1)*

- action being taken to appraise academic staff *(Chapter III, Standard IV.3)*

- efforts to update the existing curricula by formally involving external partners in the process *(Chapter I, Standard I.12)*

- the steps being taken to develop and implement the College's plans for the coordination and promotion of research in line with the College's strategic development plan *(Chapter II, Standards I.1 – I.8 inclusive)*.

Summary of judgements for each Evaluation Area

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

Summary Judgement

The reviewers recommend to the Accreditation Council that at University College Qiriazi the State Quality Standards are substantially met.

Evidence list

List 1

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

1. RVB Institucional.pdf
2. Self Evaluation Report on Institucional Accreditation.pdf
3. List of the HEI's Supporting Evidences.pdf
4. 5.11 Decision No. 37, dated 25.09. 2017 of Academic Senate on the composition of the QAIU.pdf
5. 1.1 Statuti i Kolegjit Universitar "Qiriazi".pdf
6. 1.3 httpwww.qiriazi.edu.alp=3029 Misioni dhe Objektivat e KUQ.pdf
7. 1.5 Urdhër i Ministrisë së Arsimit dhe Sportit, Nr.92, datë 01.03.2017.pdf
8. 1.6 Rregullore e Kolegjit Universitar "Qiriazi".pdf
9. 1.7 Rregullore e Fakultetit të Ekonomisë.pdf
10. 1.9 Vendim i Senatit Akademik,Nr.31, dt. 30.03.2017 për miratimin e Listës së Dokumentacionit Themelor për Funksionimin Institucional të KUQ.pdf
11. 1.8 Rregullore e Fakultetit të Drejtësisë.pdf
12. 1.10 Listë e Dokumentacionit Themelor për Funksionimin Institucional të KUQ.pdf
13. 1.11 Organigrama e Kolegjit Universitar "Qiriazi".pdf
14. 1.12 Struktura Organizative.pdf
15. 1.13 Plani Financiar për menaxhimin me efektivitet të Institucionit.pdf
16. 1.14 Politikat ekonomike dhe buxhetore të institucionit.pdf
17. 1.15 Rregullore e Bordit të Administrimit.pdf
18. 1.16Kritere për shpërndarjen e burimeve financiare, materiale dhe njerëzore.pdf
19. 1.17 Rregullore e Funksionimit të Rektoratit.pdf
20. 1.18 Rregullore e Këshillit të Etikës.pdf
21. 1.19 Rregullore e Asamblesë së Personelit Akademik.pdf
22. 1.20 Komisioni i Përhershëm për garantimin e standardeve të cilësisë së institucionit dhe të programeve të studimeve.pdf
23. 1.21Komisioni i Përhershëm për marrëdhëniet me studentët.pdf
24. 1.22.1 Detyrimet kryesore ligjore dhe statutore rreth veprimtarive akademike dhe kërkimore-shkencore.pdf
25. 1.22.2 Plani vjetor i veprimtarive akademike dhe kërkimore shkencore.pdf
26. 1.24 Politikat e Vlerësimit të Brendshëm.pdf
27. 1.25 Vendimi për ngritjen e GVB-së.pdf
28. 1.26Listë e Ekspertëve të Jashtëm, pranë KUQ.pdf
29. 1.27.1 Përbërja e Senatit Vendim Senati Akademik Nr. 29, datë 30.03.2017 për p.pdf
30. 1.27.2 Rregullorja e Senatit Akademik.pdf
31. 1.28 Përbërja e Bordit të Administrimit.pdf
32. 1.29 Vendim i Senatit Akademik për ngritjen e Zyrës së Marrëdhënieve me Jashtë, e Pranimeve dhe.pdf
33. 1.30 Plani Strategjik i Zhvillimit të Kolegjit Universitar "Qiriazi".pdf
34. 1.31 Plani Strategjik i Njësisë Kryesore.pdf
35. 1.32 Raporti Vjetor (2016-2017).pdf
36. 1.33 Listë e Rregulloreve të Njësive Bazë.pdf
37. 1.33.1 Rregullore e Departamentit të së Drejtës Civike dhe Biznesit.pdf
38. 1.33.2 Rregullore e të Drejtës Publike dhe Administrative.pdf
39. 1.33.3 Rregullore e Departamentit të Menaxhim Biznesit.pdf

40. 1.33.4 Rregullore e Departamentit të Financës.pdf
41. 1.37 UMMASH Nr. 600, dt. 23.12.2008"Për lejimin për ushtrimin e veprimtarisë akademike konform licensës së dhënë të inst privat të a.pdf
42. 1.41 Listë e Marrëveshjeve të Bashkëpunimit me IAL të tjera, brenda dhe jashtë vendit.pdf
43. 1.42 Listë e Marrëveshjeve të Bashkëpunimit në proces.pdf
44. 1.43 Listë e Marrëveshjeve të Bashkëpunimit me institucionet mbështetëse të KUQ.pdf
45. 1.44 Paketë e Praktikës Profesionale.pdf
46. 1.45 Rregullore e Praktikës Profesionale për FE.pdf
47. 1.46 Rregullore e praktikës profesionale për FD.pdf
48. 1.47 Kuotat vjetore të studimit.pdf
49. 2.1 Kontratë pune individuale për personel akademik me kohë të caktuar.pdf
50. 2.2 Kontratë pune individuale për personel akademik me kohë të caktuar dhe të pjesshme.pdf
51. 2.3 Kontratë pune për kohë të caktuar të pacaktuar.pdf
52. 2.4 Njoftim per vende vakante pune per personel akademik.pdf
53. 2.5 Kontratë – Shërbimi Domain,Mirembajtje Dhe Hostim i Portaleve, Keminet.pdf
54. 2.6 Vendimi Senatit Akademik Nr.30 Datë 30.03.2017.pdf
55. 2.7 Kriteret e vlerësimit të kandidatëve për konkurim për nje vend të lirë pune për personel akademik.pdf
56. 2.8 Formular Aplikimi per Staf Akademik.pdf
57. 2.9 Kriteret e vlerësimit të kandidatëve për konkurim për nje vend të lirë pune për personel administrativ.pdf
58. 2.10Vendimi i Bordit të Administrimit Nr. 6 datë 06.01.2017 "Për Caktimi e kritereve proçedurave për punësimin e personelit administrativ në KUQ.pdf
59. 2.11Lista e stafit për kualifikimet brenda dhe jashtë vendit.pdf
60. 2.12 Training and participation of administrative staff in Vienna, Austria, organized by the Chamber of Commerce and Industry and WIFI WKO.pdf
61. 2.13Rreth marketingut të performancës së Kolegjit Universitar "Qiriazi".pdf
62. 2.18 Evaluation questionnaires.pdf
63. 2.17 Pagat dhe Tarifat orare sipas Kategorive 2017-2018 KU Qiriazi.pdf
64. 2.16 Sistemi AULA.pdf
65. 2.15 Konferenca e 4-ërt Ndërkombëtare, "Problemet dhe Sfidat e transformimit të Shoqërisë Shqiptare drejt Standarteve të Bashkimit Europian".pdf
66. 2.14 Foto-Galeri ; Kokteji me stafin për festat e fundvitit.jpg
67. 2.14 Foto-Galeri ; Kokteji me stafin për festat e fundvitit (2).jpg
68. 2.19 Performanca e Kolegjit.pdf
69. 2.20 httpwww.qiriazi.edu.alp=3667-bashkëpunimi midis Kolegjit Universitar "Qiriazi" dhe Universitetit Europian "Viadrina".pdf
70. 2.21Post Doctoral Research Associate Appointment - The Chang School, Advance Education, Ryerson University, Toronto – CANADA.pdf
71. 2.23 Raport Vlerësimi (Relacion i ambienteve mësimore të Kolegjit).pdf
72. 2.23Raport Vlerësimi (Relacion i ambienteve mësimore të Kolegjit) pg44.pdf
73. 2.24 Kontratë Pronësie.pdf
74. 2.25 Kontratë Huapërdorje.pdf
75. 2.26 E-mail për dhurimin e librave nga stafi akademik.pdf
76. 2.27 Kontratë Media Vizion+.pdf
77. 2.28 Akt Miratim Higjeno-Sanitar.pdf
78. 2.30Rregullore për ruajtjen dhe arkivimin e dokumentacionit.pdf
79. 3.1 Kriteret e pranimit të studentëve në Kolegjin Universitar "Qiriazi", për vitin akademik 2017-2018.pdf

170.   2.3 Template of fixed-term permanent Contract.pdf
171.   2.7 Criteria for evaluation of candidates to competition for an administrative personnel vacancy.pdf
172.   2.9 Criteria for Evaluation of Competitors for a Job Vacancy of Administrative Personnel.pdf
173.   2.15 The 4rth International Conference, December 22, 2017, hosted by UC Qiriazi.pdf
174.   2.30 Regulations for the storage and archiving of documentation.pdf
175.   3.8.1Regulations of the 'Bachelor'study programme in Finance.pdf
176.   3.8.2 Regulations of the 'Bachelor'study programme in Business Management.pdf
177.   5.8 Internal Regulations of the Library.pdf
178.   5.1Rregullore e Zyrës së Marrëdhënieve me Jashtë, e Pranimeve dhe Këshillimit për Karrierë.pdf
179.   GID KU QIRIAZI.pdf

List 2

The following documents are listed on pages 55 to 59 of the self-evaluation report under the heading *List of the HEI's Supporting Evidences*. These documents are referred to in the report as, **SER doc 1.1, SER doc 1.2**, etc.

1. List of the HEI' s Supporting Evidences

1.   AREA 1 - ORGANISATION AND MANAGEMENT
1.1   The Statute of "Qiriazi" University College
1.2   Decision No. 31, dated 30.03.2017 of Academic Senate on the adoption of the Statute of " Qiriazi" University College
1.3   http://www.giriazi.edu.al/?p=3029 Mission and Objectives of QUC
1.4   http://wv,.1w,giriazi.edu.al/?p=2882 Vision of QUC
1.5   Order of the Ministry of Education and Sport Nr.92, dated 01.03.2017
1.6   Regulations of the University College "Qiriazi"
1.7   Regulations of the Faculty of Economics
1.8   Regulations of the Faculty of Law
1.9   Decision of Academic Senate No. 31, dated 30.03.2017 for the approval of List of the Essential Documentation on Institutional Functioning of QUC.
1.10   List of Essential Documentation for Institutional Functioning of QUC
1.11   Organograma of "Qiriazi" University College
1.12   Organizative Structure
1.13   Financial design for effective management of Institution
1.14   Economic and budgetary policies of institution
1.15   Regulations of Administration Board
1.16   Criteria for distribution of financial materials and human resources
1.17   Regulations of the Office of Rector
1.18   Regulations of the Ethics Committee
1.19   Regulations of the Assembly of Academic Personnel
1.20   Permanent Committee for quality standards assurance of institution and study programs
1.21   Permanent Committee for relation s hip with students

1.48   Application for Participation in international projects with the aim of mobility of academic staff and students

2.   AREA 2 - RESOURCES

2.1   Template of Fixed-Term Individual Work Contract for Academic Personnel (Full-Time)

2.2   Template of Fixed-Term Individual Work Contract, for Academic Personnel (Part-Time)

2.3   Template of fixed-term / permanent Contract

2.4   Vacancy Announcements

2.5   Contract for Webpage

2.6   Decision of Academic Senate No. 30, dated 30/03/2017

2.7   Criteria for evaluation of candidates to competition for an administrative personnel vacancy

2.8   Application Form/ Academic Staff

2.9   Criteria for Evaluation of Competitors for a Job Vacancy of Administrative Personnel

2.10   By Decision of Administration Board No. 6, dated 06/01/2017 "On the Establishment of Employment Criteria / Procedures for Administrative personnel in QUC

2.11   List of staff qualified in and out of the country

2.12   Training and participation of administrative staff in Vienna, Austria, organized by the Chamber of Commerce and Industry and WIFI / WKO

2.13   On marketing of the performance of "QIRIAZI" University College to secondary school graduates in regard to admissions for the academic year 2017-2018

2.14   Photo-Gallery Records; End-of-Year Holiday Staff Cocktail

2.15   The 4rth International Conference, December 22, 2017, hosted by UC Qiriazi

2.16   AULA System

2.17   Memo regarding staff salary

2.18   Student Evaluation Questionnaires

2.19   College Performance

2.20   Cooperation agreement with European University, Viadrina Frankfurt (ODER)

2.21   Post-Doctoral Research Associate Appointment - The Chang School Advanced Education, Ryerson University in Toronto - CANADA

2.22   Decision of the Administration Board for Budget Approval

2.23   Report on College Education Facilities

2.24   Property Contract

2.25   Leasing Contract

2.26   http://www.giriazi.edu.a l/?page id=3136 E-mail for donation of books from academic staff

2.27   Contract - Media News 24, Vizion+

2.28   Hygiene & Sanitation Permit

2.29   Certificate for protection from Fire

3   AREA 4-TEACHING, LEARNING, ASSESSMENT AND RESEARCH
3.1   Teaching plans
3.2   Professional Practice Report
3.3   "Diploma Thesis" Template
3.4   Library Title List
3.5   Diploma Temp late for each study programme
3.6   Sample of Encoded Examination Paper
3.7   Module Evaluation Form
3.8   List of research by academic staff
3.9   Data on scientific research activity for the academic year (2016-2017)

5   AREA 5 – STUDENTS AND THEIR SUPPORT
5.1   Regulations of the Office of Foreign Relations, Admissions and Career Advice
5.2   Decision No.34, dated 14.07.2017 of Academic Senate for scholarships 2017-2018
5.3   Regulations of the Student Committee
5.4   Student Contract Template
5.5   List of documentation for enrolment of students in 'Bachelor' programmes
5.6   List of documentation for enrolment of students in ' Master' programmes
5.7   List of documentation for transfer students
5.8   Internal Regulations of the Library
5.9   Regulations of the Office of Secretary for Academic Affairs
5.10   Decision No. 21, dated 11.01.2017 of Academic Senate on the composition of the Board of Ethics
5.11   Decision No. 37, dated 25.09.2017 of Academic Senate on the composition of the QAIU
5.12   Decision of Shareholders dated 07.05.2016 on the composition of the Administration Board

List 3

The documents in this list were submitted by the institution following a request from the review team for clarification of the original supporting documents and appear on the ASCAL management site under the desk-based evaluation phase of the process. These documents are referred to in the report as **A1**, **A2**, etc.

A1   Agenda qiriazi_final.docx
A2   Cover Letter.pdf
A3   1..pdf
A4   2.1.pdf
A5   2.2.pdf
A6   2.4.pdf
A7   2.6.pdf
A8   2.8.pdf
A9   3.1.pdf
A10   3.2.pdf

A11   4.pdf
A12   7.pdf
A13   8.pdf
A14   9.pdf
A15   11.pdf
A16   15.1.pdf
A17   15.2.pdf
A18   17.2.pdf
A19   17.1.jpg
A20   instagram 2.jpg
A21   instagram.jpg
A22   Njoftim Facebook.jpg
A23   njoftim fcb 1617 b.jpg
A24   njoftim fcb 1617 video.jpg
A25   njoftim fcb 1617.jpg
A26   njoftim fcb 1718 a.jpg
A27   njoftim fcb 1718 b.jpg
A28   njoftim fcb 1718 c.jpg
A29   njoftim fcb 1718 c1.jpg
A30   njoftim fcb 1718 master.jpg
A31   njoftim fcb 1718 transferime.jpg
A32   njoftim fcb 1718 video.png
A33   njoftim fcb 1718.png
A34   youtube 1.jpg
A35   youtube 2.jpg
A36   youtube 3.jpg
A37   18.pdf
A38   22. (2).jpeg
A39   22..jpeg
A40   22..jpeg.pdf
A41   19.pdf
A42   23.pdf
A43   24.pdf
A44   19.pdf
A45   21.pdf
A46   23.pdf
A47   24.pdf
A48   27.1 syllabus BA Albanian.pdf
A49   27.1Program Studimi Bachelor.pdf
A50   27.2 programe studimi cili i dyte master.pdf
A51   27.2 Syllabus shqip.pdf
A52   27.2.pdf
A53   28.pdf
A54   29.pdf

A55	30.pdf
A56	32..jpeg
A57	32.jpeg
A58	32.pdf
A59	33.pdf
A60	36.pdf
A61	38.1.pdf
A62	38.2.pdf
A63	40.pdf
A64	41.1.pdf
A65	41.2.pdf
A66	42.pdf
A67	43. Takim - Unioni i Dhomave te Tregtise.jpeg
A68	46.1.pdf
A69	46.2.pdf
A70	47.1.pdf
A71	47.2.pdf
A72	47.3.pdf
A73	48..pdf
A74	48.pdf
A75	49.pdf
A76	53 Panairi Work & Study 2017 (Certifikata e pjesëmarrjes e skanuar).pdf
A77	57 Leader & Tutor.jpeg
A78	53 Panairi Work & Study 2017 (Certifikata e pjesëmarrjes e skanuar).pdf
A79	57 Leader & Tutor.jpeg
A80	57Tutor calendar.pdf
A81	61.1 Akt Miratim Higjeno-Sanitar.pdf
A82	61.2 Çertifikatë për mbrojtjen nga zjarri dhe shpëtimin.pdf
A83	1.pdf
A84	2.1.pdf
A85	2.2.pdf
A86	2.4.pdf
A87	2.6.pdf
A88	2.8.pdf
A89	11.pdf
A90	14.pdf
A91	18.pdf
A92	19.pdf
A93	27.1 Template pf Course Syllabus Bachelor.pdf
A94	27.2 Template of Course Syllabus.pdf
A95	31 English.pdf
A96	35.1.pdf
A97	35.2.pdf
A98	35.3.pdf

A99   35.4.pdf
A100   35.6.pdf
A101   35.7.pdf
A102   60 Mbremja e fundvitit student pedagog.jpeg
A103   6.pdf
A104   35.5.pdf

List 4

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

B1   16.1.pdf
B2   16.2.pdf
B3   16.3.pdf
B4   52.3 English.pdf
B5   Vendim Senati per Miratimin e RVB Institucional.pdf
B6   52.2 English.pdf
B7   Cover letter.xlsx
B8   35.2-2.18.pdf
B9   38.1.pdf
B10   38.2.pdf
B11   40.pdf
B12   46.2.pdf
B13   49.pdf
B14   Students Questionnare for E46.1.pdf
B15   Scientific Research Report by the Scientific Research Center FE.pdf
B16   FE-Example from each department for the evaluation of pedagogues.pdf
B17   FD-Example from each department for the evaluation of pedagogues.pdf
B18   52.1-3.1.pdf
B19   Agenda .doc

Meetings held during the visit

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

Day 1 : Thursday 22 March 2018

08:45 – 09:00   **M1:** Meeting with Institutional Coordinator.

09:00 – 09:30   **M2:** Meeting with the Rector.

10:00 – 11:00   **M3:** Meeting with the Self-evaluation Team.

11:30 – 12:30   **M4**: Meeting with all members of the Academic Senate and Rectorate (excluding the Rector).

13:30 – 14:30   **M5**: Meeting with all members of the Administration Board (excluding any individuals already met by the review team).

15:00 – 16:00   **M6:** Learning resource tour.

16:30 – 17:00   **M7:** Meeting with Institutional Coordinator to clarify any matters arising during Day 1.

Day 2 : Friday 23 March 2018

09:00 – 09:30   **M8:** Meeting with the Institutional Coordinator to clarify any matters arising.

09:30 – 10:30   **M9:** Meeting with a group of students.

11:00 – 12:00   **M10:** Meeting with a group of teaching staff.

12:30 – 13:30   **M11:** Meeting with a sample of external partners and alumni.