


SELF EVALUATION DOCUMENT

INSITUTIONAL REVIEW OF THE EUROPEAN UNIVERSITY OF TIRANA

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Table of Contents

| | |
|---|----|
| BRIEF DESCRIPTION | 2 |
| TRACK RECORD IN MANAGING QUALITY ASSURANCE AND STANDARDS | 7 |
| 1.1 POLICY FOR QUALITY ASSURANCE | 12 |
| 1.2 DESIGN AND APPROVAL OF PROGRAMMES | 19 |
| 1.3 STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT | 22 |
| 1.4 STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION | 27 |
| 1.5 TEACHING STAFF | 32 |
| 1.6 LEARNING RESOURCES AND SUPPORT FOR STUDENTS | 37 |
| 1.7 INFORMATION MANAGEMENT | 40 |
| 1.8 PUBLIC INFORMATION | 44 |
| 1.9 ON-GOING MONITORING AND PERIODIC REVIEW OF PROGRAMMES | 47 |
| 1.10 CYCLICAL EXTERNAL QUALITY ASSURANCE | 50 |



BRIEF DESCRIPTION

1. The European University of Tirana (EUT) was licensed by the Council of Ministers in September 2006 (201-DCM no. 636 dt 20-09-2006). It was founded by a group of lecturers (Albanian and foreign), journalists, experienced managers, in both the public and private sector of higher education. The aim was to both respond to the market demands, as well as to establish a high quality institution that would offer an alternative model of education of the highest standards, different from the existing traditional models.
2. Originally, EUT had only two Faculties, the Faculty of Law and the Faculty of Social Sciences, offering only first level degree programs. One year from the start, the Faculty of Economics was opened, which became the largest Faculty in terms of students enrolled.
3. In June 2009 the university got its first accreditation (institutional and first level diploma's accreditation) by the Albanian Public Agency for the Accreditation of Higher Education by Order of Minister No. 246, dated 24.07.2009.
4. Within a 4-year time, the European University of Tirana completed the range of programs it offered, in the three levels of study (Bachelor, Master of Science and Professional Master, as well as Master of Second Level). In 2011, EUT also opened 3 doctoral studies programs, with 12 main profiles of research.
5. During the first decade, EUT focused on the consolidation and enhancement of its performance in the academic and scientific research activities carried out by the three Faculties, in fields of economy, law, political science, international relations, education, psychology, and information technology. This was in line with its vision and mission to become a leading university in disseminating knowledge in the Albanian students' community and become a centre of excellence in both teaching and research in the areas of our expertise. EUT mission is to provide students with a high quality education, based on the most updated scientific research; provide knowledge to the Albanian society through teaching, creativity, the use of best scientific achievements, as well as labour market and international partnerships. (002-EUT Statute, Article 6).
6. Very soon EUT became one of the most prominent private universities in Albania, in terms of the number of students, quality of academic staff employed, and its active engagement in the public debate. EUT academic staff members are encouraged and supported by our professional communication teams to share their expertise and research results to impact the shaping of public policy in Albania. (062-Employment Contract Template-Academic Staff, annex 3).
7. EUT gave its contribution to shaping the Albanian higher education system through active participation in the Commission for Higher Education and Scientific Research, appointed by the Albanian Prime Minister to analyse the situation and recommend necessary measures for improvement. EUT was also represented in several working groups appointed by the Ministry of Education and Sport (MoES) during the drafting of the new law on higher education, and regulatory acts/bylaws.



2

8. Considering the higher education as a public service and public good, the fundamental principles the reform aimed to preserve, were as follows:
 - Equal opportunities
 - Free competition (among HEIs, individuals, as well as for public funding)
 - Merit-based access. (071-Final report on Higher Education Reform Albania p. 9-10)
9. According to Prime Minister Rama, a healthy higher education system requires universities to be subject to fair and equal competition, and therefore a trustworthy accreditation process is mandatory, to be carried out by an international agency, to have an unbiased picture of the quality of HEIs in Albania. There has to be no difference among public and private universities; all universities should be considered as a public service and treated equally.¹
10. In 2015 a new law on higher education in Albania entered into force, and higher education institutions had to adapt their organisational structure, study programs, and all regulatory documents, in accordance with new provisions. This process took more time than the law prescribed because the MoES was not able to provide sub legal acts in time. Most of sub legal acts were adopted during 2017 – 2019; some of them are not yet adopted to date. Such a delay undermined the expected impact of the reform in higher education and created an uncertain environment for HEI's.
11. Some of the key changes introduced by the reform, are: the introduction of a minimum high school GPA threshold to grant access to higher education; new criteria regarding the organization of third cycle study programmes and the awarding of an academic title; the reorganisation of the Higher Education Quality Assurance Agency (HEQAA - ASCAL), as a more independent agency and the introduction of a variable duration of the validity of accreditation, with maximum duration of 6 years.
12. Introduction of a minimum high school GPA threshold to grant access to higher education (first cycle study programs (Bachelor's degree) and integrated study programs of second cycle. This threshold is defined every academic year, based upon a Decision of the Council of Ministers. (061-Law No 80 2015 On Higher Education, art. 74).
13. Such a criterion aimed at improving the quality of students who enrol in higher education institutions. In these last academic years, the minimum GPA was 6.5 for most of study programmes and 7.5 for Bachelor study programmes that provide access to Master programmes in the field of Teaching (such as Bachelor study programmes in the field of psychology, sociology, philosophy, mathematics, physics, chemistry, geography, biology, linguistics, literature, history, civic education, etc). (070-DCM 436 dt 3-6-2020 definition of GPA criterion).
14. Such a policy reduced the number of students, who could attend higher education. Programmes of study where the 7.5 GPA was applied, suffered a higher decrease in the number of students, putting in question their very existence (204-Newspaper article on GPA impact webpage). At

¹ Based on such a vision the Albanian government appointed QAA to carry out the external reviews for the institutional accreditation of all HEIs in Albania. For all public HEIs this was the first accreditation process, although it was required by law since 2007 (203-Accreditation results for each HEI ASCAL-QAA).



the same time, public universities retain high admission quotas, which is not always in accordance with the infrastructure quality standards set by regulatory acts/bylaws.

15. The official data show that since 2015, the total number of students enrolled in higher education institutions has decreased by 17%. The number of students enrolled in private universities has increased slightly, year by year, and now makes up 21% of the total number of students in higher education institutions in Albania. In the last five years the number of students enrolled in public HEIs has decreased by 17%, while the number of students attending their studies in private HEIs has increased by 7% (205-Official INSTAT data).
16. New criteria regarding the organization of third cycle study programs, especially Doctoral programmes, as well as the criteria to be awarded an academic title (Professor / Associated professor). The regulatory acts, regarding the award of the "Doctor" scientific degree, and the criteria of awarding academic titles by HEIs was delayed for more than two years. The first act was approved in February 2018 and amended in November 2019. This act was considered to breach the autonomy of HEIs, since it determines in detail some of the procedures and criteria, that HEIs consider to be of their competence. One of the most debated criteria, established by this Decision of the Council of Ministers is the number of dissertations a professor is allowed to supervise simultaneously (currently set as maximum 3 for professors and 2 for Associate Professors). (069-DCM No 808 dt 11-12-2019 on doctor degree and academic titles).
17. In the meantime, for almost 8 years, all HEIs in Albania have not been allowed to enrol any doctoral students, from 2014 up to now. This has hindered the development of research activities, which are closely related to the doctoral programmes, as well as the academic qualification of the new academic staff.
18. In terms of quality assurance system, there were two main developments. The reorganization of the Higher Education Quality Assurance Agency (HEQAA - ASCAL), as a more independent agency. The Accreditation Board, an independent collegial decision-making body, inside the HEQAA, is responsible for the final accreditation decision. Based on the former law on higher education it was Minister of Education who took the final decision, and the Accreditation Council was a consultative body of the Minister. On the other hand, the law introduced a variable duration of the validity of accreditation, with maximum duration of 6 years. (061-Law No 80 2015 On Higher Education, article 14, 15, 106). The final decision of the Accreditation Board is based on the review report drafted by review teams composed of external experts, but there is no clear reference on how the conclusions of the final review report are converted into years of accreditation validity. Moreover, this provision has increased the number of external review processes HEQAA has to carry out, since most of institutional and study programs reviews usually occur more frequently than once in 6 years. For more than two years, HEIs are experiencing extensive delays in the conclusion of review processes because HEQAA does not have adequate human resources to respond to and manage in time the high number of applications. The late constitution of the new Accreditation Board made things even worse (for 7 months, from April - October 2021, it did not function).
19. EUT postponed the implementation of its strategic plan for almost 3 years, because of the missing regulatory acts/bylaws. According to its strategic plan, approved in 2015, EUT



redefined its strategic aims in three important aspects, compared to the first decade period. EUT aimed at:

- becoming an open but high-quality university, by integrating a careful increase in the number of students, with the application of the highest academic and teaching standards, to graduate well-taught students in the three cycles of study.
- developing a “university-aligned-to-business” profile, through close collaboration with industry groups in drafting study programmes curricula, as well as orientating the research work based on their needs.
- while maintaining its core teaching on the existing fields of study, it welcomes expansion in other fields of study, based on labour market demands, as well as resources available by EUT. (004-Strategic Plan 2015-2020, Strategic objectives, p. 8).

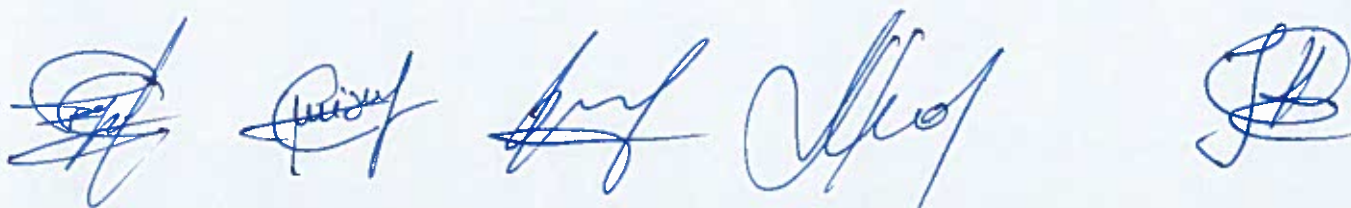
20. It was only in 2018 when EUT reorganised its existing Faculties and opened two new ones: the Faculty of Engineering, Informatics and Architecture and the Faculty of Technical Medical Sciences. Currently, EUT consists of 5 faculties, 11 departments and 4 research centres:

- Faculty of Law, Political Science, and International Relations (076-Order of Minister reorganisation of Faculty of LPSIR).
- Faculty of Economics, Business and Development (074-Order of Minister reorganisation of Faculty of EBD).
- Faculty of Humanities, Education and Liberal Arts (075-Order of Minister reorganisation of Faculty of HELA).
- Faculty of Engineering, Informatics and Architecture (072-Order of Minister Opening of Faculty of EIA).
- Faculty of Technical Medical Sciences (073-Order of Minister Opening of Faculty of TMS).

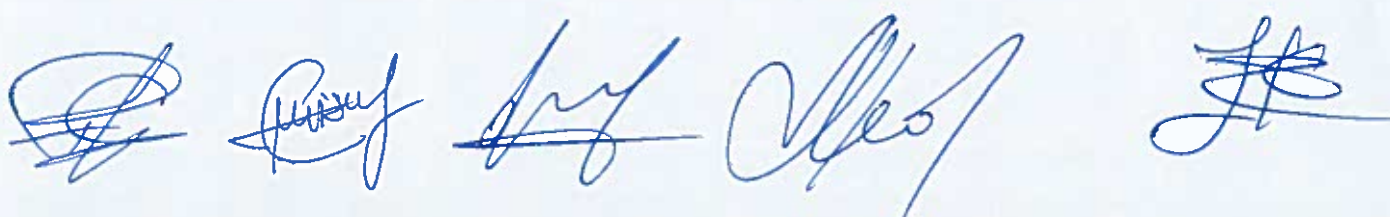
21. New programmes in both first and second cycle of studies are now offered in the fields of Information Engineering, Information Technology, Civil Engineering, Industrial Engineering, Architecture, Nursing, Imaging and Physiotherapy. Some new study programmes were introduced also in the other three faculties, in fields such as: auditing, tourism, security studies, physical education, visual arts, musical arts, and performing arts.

22. As regards its main priorities, EUT is highly committed in:

- Teaching and learning: provide students with high-quality education, to enable their successful integration in the labour market and their contribution to the society.
- Scientific research: intensify collaboration with other universities, industries, and institutions, in Albania and abroad, to conduct research work that provides researched answers to real-world problems that our society faces, advancing knowledge, innovation and creativity.
- Staff development and Student life: continue its tradition of hiring professional staff, with strong research and teaching potential and provide their professional development through staff development trainings, inside and outside the institution. As regards students, EUT intends to increase their participation in decision-making processes, in research and extracurricular activities, as well as their contribution in social business activities, social aid, civil society contribution, and civic engagement, among other things.



- Quality of services and infrastructure: EUT shall relocate to a new university campus, that will highly improve the infrastructure required for teaching and research activities.
 - International cooperation: EUT aspires to be an important hub and a national and regional reference point for university academic cooperation, scientific research, publication, and the promotion of higher education's developmental and civic values (005-Strategic Plan 2021-2025).
23. The main external challenges EUT faces are related to the continuous changes in legislation, the delay of the MoES in completing the legal framework, as required by the law on higher education, as well as the bureaucracy in addressing problems that emerge in the implementation phase. In addition, there are still cases when MoES does not ensure an equal treatment of higher education institutions, i.e. issuing of diplomas after the accreditation of the study programme. By an order of the Minister, public HEIs are allowed to issue their diplomas, regardless the accreditation status of the study programmes. This puts private HEIs in a severe disadvantageous position.
24. Currently, EUT has 24 programmes of study that are under external review process by the Higher Education Quality Assurance Agency (HEQAA), while 12 other study programmes are also submitted for the final decision of the Accreditation Board. A normal review process that used to last about 6-9 months, these last years is taking at least 24 months. These delays have a very high cost for students and private HEIs.
25. Students who complete their studies in these programmes cannot be provided with the relevant diploma until the final decision of the Accreditation Board. Therefore, they find it impossible to continue their studies of the next cycle of studies, inside or outside the country, they may have difficulty to get hired due to non-submission of relevant documentation certifying the completion of studies, or to follow the required procedures for obtaining of the license to practice the profession, where applicable.
26. These delays have a high cost for the institution itself, basically in terms of:
- Reputation and commitment to respect students' rights and provide them with their diploma in due time. The university suffers strong student dissatisfaction, for a delay that is not a consequence of its actions or inactions.
 - Difficulties to attract new prospective students in these study programmes, because of their uncertainties regarding when the accreditation process is going to end and its possible outcomes.
 - Burdensome and overlapping external review processes. The institution is endlessly following extended external review processes, and faces difficulties in making use of their outcomes, given they are provided too late, and addressed even latter. Such a situation undermines the main aim of external reviews and their role in improving the quality of HEIs.
27. EUT has officially informed MoES regarding the urgency of the situation, but did not receive any answer, nor an interim solution was adopted to mitigate the serious consequences for students of the private sector (207-Official letter to HEQAA and MoES Nov 21).



28. Albania has an increased rate of emigration of highly skilled people, who leave the country to work abroad (206-Journal Article Reference). This loss of human capital affects also the opportunities of HEI's in Albania to improve the quality of their academic staff. Lately, EUT has faced difficulties in hiring highly qualified and experienced academic staff, especially in fields of engineering, information technology and medicine, because of lack of applications, but also because the academic sector cannot offer a competitive salary, compared to what they receive by employment in the respective industry/profession. EUT is now considering introducing a new status for its academic staff, that will consist of academic staff members with double employment, in EUT and in entities closely related to their specific profession. (164-Main Conclusions on the Follow Up). Academic staff members of this category shall have a reduced teaching load and less obligations compared to other full-time members. Their affiliation with companies, in positions related to their profession, is expected to have a positive impact in the quality of teaching, providing students with up to date and relevant professional and applicative skills, therefore strengthening the compatibility of study programs with labour market requirements.
29. The impact of COVID-19 measures: While EUT could quickly and successfully adapt to conduct online classes during the pandemic period, now that things are getting to normal, we notice that some good practices have been negatively affected. Academic staff members spend less time at the university, some coming only for class hours. There are students who do not attend classes regularly, expecting no disqualification from taking exams. During COVID-19 pandemic the regulation was not strictly applied in this regard, based also on instructions given by MoES. On the other hand, after three semesters of online teaching and learning experience, many students are not aware or familiar of all the student services the university offers.
30. However, some of the pandemic's effects have been beneficial, providing opportunity for individuals and the scientific community to improve. Many conferences, for example, have shifted to a virtual format, lowering the cost of registration and attendance and allowing for broader and more inclusive participation. Many publications have reduced pricing barriers to accessing COVID-19 articles, allowing the information to reach a larger audience.
31. The impact of the current and upcoming location on the number of students who choose EUT: Moving away from the centre of Tirana to a periphery is less attractive and/or convenient to students. Students coming from other cities, close to Tirana, spend more time to reach us, also because of Tirana's heavy traffic. However, moving to a brand-new campus, is going to provide students with up-to-date teaching and learning infrastructure, as well as more recreational facilities. Therefore, it is expected to make EUT and student life more attractive.

TRACK RECORD IN MANAGING QUALITY ASSURANCE AND STANDARDS

32. EUT devotes a particular importance to internal quality assurance, to ensure that its activity is in accordance with the provisions of applicable legislation, the Statute, and other internal regulatory acts, as well as the vision, mission and strategic objectives of the Institution.



Important attention is given to the rigorous implementation of legislation in the field of higher education, with a particular focus on quality standards for all levels.

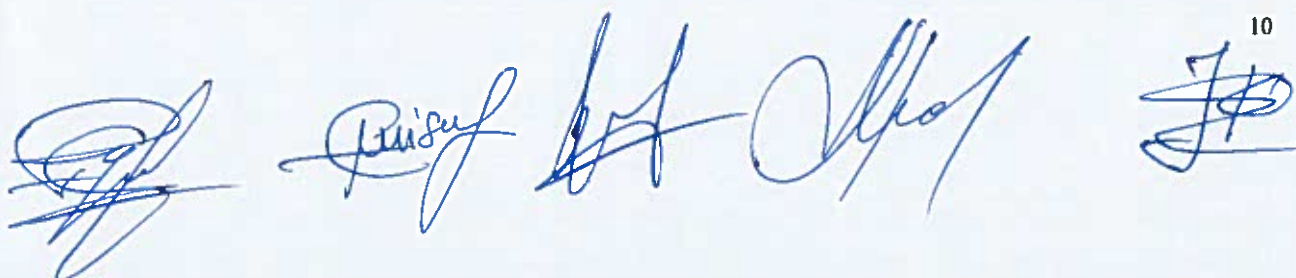
33. The internal quality assurance system operates through the following structures:
- Internal Quality Assurance Commission (IQAC) which has functioned since the establishment of the University, initially in the form of *ad hoc* groups, and since January 2011, as a permanent unit in the organizational structure of the institution (044-Organizational Structure; 077-DAS No 27 dt 16-12-2021 Composition of IQAC).
 - The Standards and Quality Office (SQ-Office), whose responsibility is to develop policies, strategies, processes and guidelines, in order to increase quality at EUT, as well as to monitor the correct implementation by the academic and administrative units (044-Organizational Structure, 039-Internal Quality Assurance document).
34. Quality assurance is accomplished through the involvement of academic and support staff, monitoring activities carried out by management structures, SQ-Office, IQAC, asking for students' opinion, advising with representatives from the labour market, cooperation with Higher Education Quality Assurance Agency in Albania (HEQAA) and other state structures.
35. The European University of Tirana, in compliance with bylaws in force for higher education, has been subject of external reviews, in terms of institutional accreditation, the first in 2009 and periodic review in 2016. In 2019, after its reorganisation and the opening of two new faculties, EUT underwent a partial institutional review, to extend its existing accreditation to the new faculties. Also, all study programmes offered by EUT have undergone the first and/or periodic accreditation processes. (106-List of active study programmes).
36. This is the third institutional review that university is undergoing to evaluate the extent to which the quality standards in higher education are met, in compliance with European Standards and Guidelines for internal quality assurance (ESG 2015).
37. The last external institutional evaluation report (103-Report of the Institutional Review of EUT – ASCAL QAA) recorded the following judgements for each evaluation area of Albanian Institutional Quality Standards of HEIs:
- The Standards for the Organisation and its Management are **fully met**;
 - The Standards for Resourcing are **fully met**;
 - The Standards for the Curriculum are **fully met**;
 - The Standards for Teaching, Learning, Assessment and Research are **fully met**;
 - The Standards for Students and their Support are **substantially met**.
- Note:** The overall judgement for each evaluation area had to be one of four levels: *fully met*; *substantially met*; *partly met*; *not met*.
38. In December 2016, the reviewers concluded that the European University of Tirana state quality standards are **fully met** and therefore the University was granted accreditation for a period of **five years** (out of maximum of six years) with Decision of Accreditation Board No. 12, dated 07.04.2017. (080-Decision of AB No 12 dt 07-04-2017).



39. Following this decision, EUT immediately provided to HEQAA (066-Official letter to HEQAA no 92-1 dt 21-06-2017) the steps it undertook to address the recommendations of Accreditation Board from the external review process.
40. In response to the recommendation that “the University should develop a clear strategy and process for data collection related to employment rate to strengthen the development of study programmes and the Alumni Organization”, EUT drafted the document “Strategy for the data collection on employment to develop study programs and the ALUMNI Association” (057-Employment data collection and Alumni Strategy). This strategy aims to maintain and develop further contacts with Alumni students, adjust the process of collecting student employment data. In these last years, EUT has made many efforts to strengthen the role of ALUMNI Association. They are invited to contribute to the development and revision of study programmes, through their participation in Labour Market Boards. EUT promotes successful ALUMNI members by awarding every year the “Career Award”, during the reunion ceremony that is held in May. EUT makes regular efforts to track graduate career paths after graduation. An after-graduation form is used to collect the information. As a rule, students are contacted about six months after their graduation to fill in the form (086-Graduate Career path tracking questionnaire, 087-Alumni Report 2019-2021). Through its participation in the international project GRADUA, EUT graduates have been provided with increased support to help them easily integrate in the labour market (083-GRADUA project webpage and access link; 084-GRADUA Final Report EUT Graduates Profile Survey).
41. In response to the recommendation that “the University should continue to develop the information management system to provide a strategic and integrated information regarding the institution performance”, the University has invested in a completely operative internal management system. The system provides the student interface and academic staff interface (LMS) (047-Information Management System LMS Strategy), the administrative staff interface (UMIS) (055-UMS Staff User’s Manual). The strategic document of adaptation, functioning, and utility that provides the EUT Learning Management System (LMS) was drafted prior to its full implementation and was sent to HEQAA (066-Official letter to HEQAA no 92-1 dt 21-06-2017).
42. Based on the Administrative Order of the Rector (058-Administrative Order on the use of LMS platform), the institution launched the implementation in full efficiency of the MOODLE System (UET LMS) in the framework of the digitalization and effective management of the teaching process (048- LMS Report Statistics and Features 2017; 053- LMS Student Guide 2017). The UMIS system enables the collection and analysis of statistical data, regarding the students, courses/modules, and academic staff. The data is organised and processed at any time, providing detailed reports on institution’s performance (055- UMS Staff User’s Manual; 054-UMS Students web portal User Guide).
43. In response to the recommendation that “the University should strengthen its performance in the research field, including staff and student mobility development”:
- a) A new strategic document was formulated and approved by Academic Senate, namely “EUT Scientific Research Strategy (2017-2020) (006-EUT Research Strategy 2017-2020) and subsequently the “EUT Research Strategy (2021-2025)” (007-EUT Research Strategy 2021-2025, 208-DAS No 04 dt 26-03-2021 Approval of Research Strategy 2021-2025).



- b) In 2015, EUT has signed "The European Charter for Researchers" and "The Code of Conduct", which aims to promote the scientific research, focusing on its quality (210-Euraxess declaration endorsement webpage).
 - c) EUT *implements structures* (006-EUT Research Strategy 2017-2020, 007-EUT Research Strategy 2021-2025, point. 6) that engage in sustainable academic research and *support structures* that plan, lead and monitor research at EUT.
 - d) From 2017 EUT has the Vice Rector that covers research issues as well the Academic Senate, which design, monitor, and evaluate the university's strategy through a medium and long-term perspective.
 - e) To strengthen the research activities and innovation in 2018, EUT has established four research centres, namely: Centre for Sustainable Development, Centre for Methodology and Scientific Research, Centre for Technology Development and Innovation, and Centre for Scientific Research in Public Health, as the part of the main Units (Faculties). In cooperation with the Office for Projects Development and Partnerships, EUT research output is putting to the service of the business community in Albania. (085-Activity Report Centre for Sustainable Development).
 - f) "Developing Research and Innovation Capacities in Albania and Kosovo" – DRIVE (211-DRIVE Project Webpage) and "University to Society Innomediaries in Albania: Co-Production of knowledge and research that matters" - USIA (212-USIA Project Webpage) 2021-2023 are the Capacity Building Projects in Higher Education financed by the Erasmus+ Programme of the European Union, where EUT is the partner are helping to upgrade the research and innovation support structures (RISS); to enhance the research capacities of the academic and managerial staff through study visits and tailored trainings, to bring together universities, civil society organisations, public institutions and business organisations to enhance an enabling higher education environment that supports university to society collaborations in order to co-produce knowledge and research with an impact that is not only academically insightful but also applicable to the development of Albania in light of European integration and current multiple challenges.
 - g) From 2017 the scientific journals are published in English and in a rigours double blind peer review (213-EUT Scientific Journals Webpage): Polis (214-POLIS Scientific Journal Webpage), Economicus (215-Economicus Scientific Journal Webpage), Medicus (216-Medicus Scientific Journal Webpage), Jus&Justicia (217-Jus and Justicia Scientific Journal Webpage) and the newest journal Ingenious (218-Ingenious Scientific Journal Webpage) are the main instruments through which EUT 'communicates' with the outside academic world.
 - h) Albanian Studies Days (ASD) Conference is the most important scientific activity of the European University of Tirana (219-ASD and ASD Junior Conference Webpage).
 - i) From 2019 EUT organizes Junior Albanian Studies Days (Junior ASD) that helps to create a stimulating research environment for students (219-ASD and ASD Junior Conference Webpage).
44. In the framework of internationalization, it is amongst the EUT priorities to be extensively involved in European academic and scientific projects in higher education, which specifically intend training and mobility of academic staff and students, etc. (005-Strategic Plan 2021-2025, point VI, 088-Data on International Credit Mobilities students 2017-2021, 089-Data on International Credit Mobilities staff 2017-2021; EUT projects 2017-2022).



45. During 2019, the HEQAA conducted a partial institutional review of EUT, focused on the opening of the two new faculties: Faculty of Engineering, Informatics and Architecture and Faculty of Technical Medical Sciences and the reorganization of existing faculties. Thus, the Accreditation Board re-confirmed the institutional accreditation for the actual EUT organisational structure (044-Organizational Structure) with Decision of AB No. 46, dated 05.07.2019 (081-Decision of AB No 46 dt 05-07-2019), with the following recommendations:
- The institution should update the information regarding the progress of didactic infrastructure in the new main units and research infrastructure, at the institutional level.
 - The institution should continue with the accreditation of study programmes, which are not accredited yet, in accordance with the legal provisions in force.
 - The Institution should start restructuring the study programmes oriented by learning outcomes in accordance with the Albanian Qualifications Framework definitions and the principles of the European Higher Education Area.
 - The institution should consolidate doctoral studies, in accordance with applicable legal provisions and its research capacities.
46. The above recommendations have been addressed by EUT, through moving to a new campus, accreditation of study programmes and applying for reorganization of doctoral programmes. From its establishment, until the end of 2020-2021 academic year, EUT was located on a campus at Blvd. "Gjergj Fishta", Bld. No. 70, Ent.1. From the 2021-2022 academic year, and onward, the University is located on the new campus at "Xhanfize Keko" Street, No. 56, in Tirana. The didactic and research infrastructure at the institutional level consists of lecture auditoriums, seminar classrooms, library, online library, software, informatics, medicine, engineering, and arts labs, as well as the gym, available to the academic staff and students for the conduction of academic processes (220-General Information on EUT infrastructure).
47. As mentioned above, the study programmes offered by EUT have undergone the first and periodic accreditation processes, in the framework of promotion and quality improvement as well as in compliance with the bylaws in force (106-List of active study programmes). The process of external evaluation and accreditation of study programmes is underway, during the preparation of this Report and is conducted in accordance with the legal provisions for higher education in Albania.
48. All departments did carry out the revision of each study programme objectives and learning outcomes, in accordance with bylaws provisions. They are reflected in diploma supplement of the study programme and published (102-Diploma Supplement example; 275-University Study Programmes Webpage).
49. The EUT has offered third cycle study programs (doctoral studies) from the 2011 – 2012 academic year. Following the approval of the Law on Higher Education 80/2015, the University could not accept new admissions and had to apply for reorganization of doctoral studies. Regardless the interest of EUT, the process was delayed due to the lack of regulatory acts/bylaws. Recently, the University submitted to MoES the application for the reorganization of doctoral programs and obtained official approval of opening of doctoral studies in "Social and Behavioural Sciences."



1.1 POLICY FOR QUALITY ASSURANCE

Standard: Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

50. The governing documents for EUT quality assurance are the Internal Quality Assurance Manual (045-Internal Quality Assurance Manual), the Internal Quality Assurance Strategy 2017-2022 (046-Internal Quality Assurance Strategy 2017-2022), the Brochure of Documents (039-Internal Quality Assurance document) and the Statute of the university (002-EUT Statute, Article 11).
51. These documents integrate the quality assurance process within the vision, mission, organizational structure, scientific research, and the teaching process. Therefore, the process of quality assurance cuts across all sectors pertaining to the well-functioning of the university.
52. The university makes every effort to improve the quality of management, teaching and research activities. In order to achieve this the University has set clear objectives which in a nutshell consist in a continuous monitoring of:
- the management of the institution;
 - the development of the study programmes ;
 - the quality of teaching;
 - the scientific research conducted by the academic staff and;
 - the student's involvement in the decision-making process.
53. The responsible structures for the Internal Quality Assurance are the governing bodies and authorities of the university and the Internal Quality Assurance Commission (IQAC). The Commission periodically evaluates the effectiveness of teaching, research, administrative and financial activities of the EUT. The unit is composed of the Head of the Commission and staff members of the University:
- full time academic staff;
 - a representative from the supporting academic staff or administrative staff;
 - a representative from the Students' Council and;
 - an external expert.
54. The criteria employed for the appointment of IQAC members are stipulated at the Brochure of Documents (039-Internal Quality Assurance document, point 7.3) and consist to professionalism, impartiality, ability to access and process data and not being a member of the leading authorities of EUT. The commission is a permanent unit appointed by the Rector and approved by the Academic Senate (077-DAS No 27 dt 16-12-2021 Composition of IQAC). The first IQAC was established as a permanent structure of the university in January 2011. Before that, the monitoring processes were carried out by *ac-hoc* groups. During the 2017-2021 period the composition of the IQAC has changed reflecting staff changes and work-load (079-DAS No 14 dt 17-12-2020 Composition of IQAC, 078-DAS No 1 dt 24-01-2018 Composition of IQAC).



55. Each IQAC member prepares the evaluation report for the monitored activity. The Summary Report of Evaluation is prepared by the Head of IQAC or the delegated members by him. IQAC has operational autonomy and access in institutional data. The Head of IQAC:
- participates regularly in Rectorate meetings.
 - acts as the Institutional Coordinator for cooperation with the Higher Education Quality Assurance Agency (HEQAA)
 - continuously creates and maintains relations with institutions participating in the European Network of Quality Assurance, which based on the Rectorate's decision, may be invited to conduct the external reviews of EUT.
 - represents IQAC in activities and projects related to internal and external quality assurance (046-Internal Quality Assurance Strategy 2017-2022, point 5.8 - 5.10).
56. IQAC is responsible for monitoring the quality assurance process within the university and for establishing partnership relations with the Ministry of Education and Sport. It serves as the contact point of the MoES with the EUT and is the responsible unit for coordinating and organizing the accreditation process in terms of content and scheduling. IQAC establishes cooperation partnerships with member institutions of the European Network of Quality Assurance. The activities of IQAC are based on the following documents:
- Law No 80/2015 "On higher education and scientific research in higher education institutions in the Republic of Albania";
 - National Quality Assurance Standards (NQAS)/ The Quality Code (a new Quality Code in Higher Education was lately approved by DCM No 824, dated 24.12.2021.
 - European Standards Guidelines for QA in Higher Education (ESG).
57. The national framework has been designed with a view to conducting self-evaluation and external evaluation of Albanian higher education institutions. In this framework, all EUT study programmes are subject of periodical accreditation from ASCAL (Higher Education Quality Assurance Agency). ASCAL is part of the European Quality Assurance Area, collaborating with all stakeholders in this field and being an associate member of The European Association for Quality Assurance in Higher Education (ENQA), a full member of Central and Eastern European Network for Quality Assurance Agencies in Higher Education (CEENQA), a full member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) and has successful collaborations with the UK's Quality Body for Higher Education – The Quality Assurance Agency for Higher Education (QAA)(ASCAL/Mission and Activity: (221-HEQAA-ASCAL Official Webpage). Abiding by the rules and regulation of ASCAL for quality assurance, the EUT has built a quality assurance system that mirrors the requirement of the Higher Education Quality Code, in terms of criteria and standards to be fulfilled as described in the Internal Quality Assurance Manual (045-Internal Quality Assurance Manual, Section 3 Guidelines for Evaluation).
58. In order to strengthen its quality assurance process and to align it with the international standards the University has participated in two international projects:
- QAINAL- "Capacity Building for Strengthening the Quality Assurance Structures at the Private Higher Education Institutions in Albania" – an Erasmus+ Project: the objective of the project is to establish and support quality assurance processes and mechanisms to ensure effective management and enhance teaching and learning at the private higher



education institutions in Albania (222-EUT Completed Projects Webpage; 092-Project Fiche QAinAL).

- ENCHASE: Tempus Project “Developing the Albanian Quality Assurance System in Higher Education: Process Implementation and Outcome – Basic Methodology (222-EUT Completed Projects Webpage; 090-TEMPUS Project ENCHASE fact sheet).

59. While these projects have been directly focused on the quality assurance process in university, all national and international projects in which EUT has participated have contributed to the assurance and strengthening of the quality within university (200-Internationalisation Strategy Webpage; 093- EUT projects 2017-2022). An example is the project euroPS – Erasmus+ Project “Curriculum Development Joint European Political Science MA” led by University of Salzburg. Upon project finalization the partner universities offer a Joint Master’s Programme in Political Science – Integration and Governance (PoSIG) based on international standards and benchmarks of teaching political science in accordance to level 7 of the European Qualification Framework. A manual (064-PoSIG Handbook Quality Management) for quality assurance in partner universities and the EuroPS Teaching Handbook (065-EuroPS Teaching Handbook) are produced in the framework of program implementation. These manuals/handbooks help to align quality assurance system in EUT with international standards represented by the consortium of partner universities.
60. The document “European University of Tirana Internal Quality Assurance Strategy 2017-2022” (046-Internal Quality Assurance Strategy 2017-2022) envisages and defines the approach of the university towards quality assurance. It is built upon and reinforces the approach of the university towards quality assurance stipulated in other institution’s documents such as the Statute, Brochure of Documents, and the Internal Quality Assurance Manual. The strategy is the result of a long process consisting in experience learnt through the accreditation process of the study programmes offered by the university, staff trainings, partnerships with domestic and foreign universities, adoption of best practices and consultation with stakeholders, mainly administrative and academic staff and students. The strategy document integrates the quality assurance strategy within the broader mission, organizational structure and strategic plan of the university. It offers information about the:
- Quality Assurance System (IQAC, IQAC Organizational Chart, Strategy and Methods for Quality Assurance).
 - Guidelines for Evaluation (NQS, Structure of Self-Evaluation Report).
 - Procedures and activities for monitoring and quality assurance (Diagram of annual monitoring, IQAC Action Plan, EUT & IQAC benefits from QAinAL project; IQAC SWOT Analysis).
61. In the second decade of its establishment, the university has progressed in establishing a culture of quality assurance. This is achieved through the following mechanisms: EUT Strategies; Procedures, Rules and Regulations; Partnerships; Accreditation; and Scientific Research.
62. **EUT Strategies:** Strategic Plans (004-Strategic Plan 2015-2020, 005-Strategic Plan 2021-2025), Research Strategies (006-EUT Research Strategy 2017-2020, 007-EUT Research Strategy 2021-2025), and IQA Strategy (046-Internal Quality Assurance Strategy 2017-2022) emphasize the importance of quality assurance in all fields pertaining to the university. For



example, the EUT Research Strategy 2017-2020 stipulates that EUT aims to consolidate its identity as a centre of knowledge production and become an elite research institution and improve continuously the teaching process and students experience in EUT.

63. **Procedures, Rules and Regulations** (003-EUT Regulation; 008-043 [all documents]): procedures aimed at assuring quality and stipulated in the main documents of the university (mentioned above) have contributed to establish a culture that has made quality its flagship. All rules and regulations which monitor, evaluate and define the teaching process (course content, literature and teaching methodology), students' evaluation, progress of scientific research, staff evaluation, projects implementation and administrative procedures aim at establishing a quality culture in the organization.
64. **Partnerships - Project participation and implementation** (088-Data on International Credit Mobilities students 2017-2021, 089-Data on International Credit Mobilities staff 2017-2021, 093- EUT projects 2017-2022): Over the years the university has participated in many national and international projects. The Office for Project Development and Internationalisation has helped to connect the university with partner universities in country and abroad and establish links with industry, civil society and public institutions. This engagement has helped university to maintain and improve its performance in order to honour the requirements of partnerships. The engagement has been either in the form of project' implementation aimed at capacity building in higher education or as International Credit Mobilities where academic and administrative staff has gone in partner universities abroad for teaching and training. Incoming foreign students, academic and administrative staff in the framework of the Erasmus+ projects have also contributed to align quality standards of the university with quality standards at international level.
65. **Accreditation:** By embarking in the process of accreditation at national and international level, the university has placed a great emphasis on the quality assurance system. It has become a permanent feature of discourse in the department weekly meetings, in the periodical staff meetings at faculty and university level (staff assembly), in the meetings with students and with Labour Market Boards as well.
66. **Scientific Research:** Scientific Research is deemed an important element of the quality assurance process in the university. Quality of the scientific research is built in accordance with the mission and the vision of the institution and is reflected in the Research Strategy (006-EUT Research Strategy 2017-2020, 007-EUT Research Strategy 2021-2025). Every year the academic staff prepares submits a report on research activities completed during the academic year. (091-Template for research activity reporting). EUT periodically monitors and evaluates the results of the scientific research of the academic staff during the follow-up process. (159-Academic Staff Performance Self-Evaluation Form).
67. For the continuous development and improvement of mechanisms for the management of research and performance evaluation EUT has set up the *Indicators of Academic Research Performance*. (195-Indicators for the Measurement of Research Performance).



68. The university expects that its lecturers who have degrees of PhDs and above must publish at least one article every three years in a journal with impact factor ranked by Journal Citation Reports/Scopus. These publishing are supported from internal funding (75.000 Euro). From this perspective, in cooperation with the Centre for Methodology and Scientific Research, periodic one day or longer trainings (professional development and research) are offered to increase the staff's ability to undertake independent research that has concluded with improvement of the quality of research through the papers published in journals with impact factor, book's chapters, books in prestigious publishers, monographs, etc. (185-List of papers published in JCR and Scopus 2017-2022, 186-List of Published Books Book Chapters and Monographs). The standardization of the procedures, access points to and channels for communication scientific research gives an immense contribution to the establishment of a quality culture in the university and it helps to integrate the newcomers to integrate themselves in this culture.
69. Tools to monitor the effectiveness of the quality assurance system: EUT makes every effort to assure quality in the services it provides. In order to achieve this, it has created and applied relevant mechanisms to ensure that the service provided is qualitative and in line with the strategy of the university, students expectations, donors and partners and MoES. These tools employed by the managing authorities and IQAC are categorized in: Tools to monitor teaching quality; tools to support and monitor student-lecturer engagement; and assessment of the quality of student life at EUT.
70. Tools to monitor teaching quality are focused on evaluation of courses syllabi, drafting and marking of exams, self-evaluation of academic staff performance, evaluation of teaching during class visits and students' evaluation for the course and lecturer. Process trail documents for drafting and marking of exams and evaluation of courses syllabi are as follows:
- (108-Quality Assurance - Communication of tasks).
 - (109-Methodology for Monitoring and Controlling Final Exams).
 - (110-Division of work).
 - (111-Exams Report Monitoring Template).
 - (112-Exams Monitoring Report).
 - (113-Report - Monitoring of Final Exams).
 - (114-Syllabus Template).
 - (115-Report on the Compatibility of Syllabus).
 - (116-Situation of Syllabus 2018 -19 EBD).
71. Evaluation of courses syllabi: (114-Syllabus Template, 115-Report on the Compatibility of Syllabus, 116-Situation of Syllabus 2018 -19 EBD) Evaluate whether the course syllabus is done in line with the approved format of EUT and whether it contains all the necessary, relevant and updated information.
72. Monitoring the drafting and marking of exam papers (111-Exams Report Monitoring Template, 112-Exams Monitoring Report, 113-Report - Monitoring of Final Exams). The report is compiled by the IQAC members and the methodology for conducting it is stipulated



in the document "Progress of the mid-term/final exams and the quality of their marking for BA, MA and MSc level – The document is used to evaluate whether:

- the exam is organized according to the approved format of the university;
- the exam is drafted by the course lecturer and approved by the Head of Section;
- the points the student received for each answer corresponds to student's performance (i.e. check whether the student has received points for unanswered questions)
- students who have failed the course attendance threshold, or with any financial obligations, have done the exam, even though the regulation does not allow this;
- student evaluation is re-done (after the decoding of exam papers from the Secretary) and what is the amount of points added to the initial evaluation;
- lecturer's justification for re-evaluation of students' performance;
- points are calculated correctly;
- student's evaluation throughout the semester is done in compliance with the university regulation (evaluation of participation in seminars and course works).

73. Self-evaluation of academic staff performance (159-Academic Staff Performance Self-Evaluation Form; 160-Academic Staff Performance Self-Evaluation Example). The document is fulfilled by the full time teaching staff and contains information on courses taught by the lecturer, teaching hours load, scientific research conducted in the past year/years in terms of national papers and conferences, international conferences and Scopus/ Clarivate analytics indexed papers, participation in national and international projects and the role played in this/these project/s and the like.

74. Evaluation of teaching during class visits (095-Evaluation from leading authority example) – Evaluation conducted by Dean of Faculty and/or Head of Department, or an external expert or colleague appointed by the Head of Department.

75. Students' evaluation for the course and lecturer (097-Student evaluation form for lecturer and course) - Students evaluate course content in terms of usefulness and efficiency, pedagogical method, reading materials, teaching skills of the lecturer/assistant lecturer.

76. Tools to support and monitor student-lecturer engagement

- UET LMS – is the platform where students and lecturers engage with each other. Lecturers upload lessons, reading materials and videos, post notifications and guidelines for assignments and exams. During the 2020-2021 period, because of the COVID-19 pandemic, the platform has served also as the space where online exams were conducted and evaluated. Both students and lecturers are provided with the manual (047-Information Management System LMS Strategy, 053-LMS Student Guide 2017) for using the platform. Lecturers are also trained on how to maximize the benefits of the platform by taking advantage of the useful instruments it provides for a better communication between lecturer and students. IT office provide reports which monitor the quality and intensity of students and lecturers' engagement in the platform. (048-LMS Report Statistics and Features 2017).
- Microsoft Teams: Microsoft Teams was the platform used during the pandemic to organize and conduct online classes. Lectures were recorded and made available to students for later references. Staff was trained and provided with a manual (049-Teams Quick Start Guide,



050-Teams Guide -attending a class from cell phone, 051-Teams Quick Start Guide Students, 052-TeamsforEducation Quick Guide) to use all the options available in the platform in order to enhance the quality of teaching. Staff used available tools to monitor students' presence and participation during the semester.

77. Assessment of the quality of student life at EUT: The organization of focus group discussion as one of the mechanisms for monitoring the level of quality of teaching and the quality of student life, are provided in the regulatory acts (039-Internal Quality Assurance document, point 6.2, 059-Methodology for Focus Group Interviews IQAC). The activity is conducted by the IQAC every year in line with the annual work plan of IQAC, while keeping anonymous the responses of the students participating in the focus group. The aim of the focus group is to:

- Identify the level of fulfilment of teaching quality standards at EUT.
- Identify the level of student satisfaction regarding the services (academic/administrative) offered at EUT.
- Identify problems in services provided to students so that corrective actions could be taken.
- Identify good practices in the services provided to students so that student satisfaction is increased.

78. Academic Integrity and Ethics are important elements of the quality assurance process. Internal regulatory acts provide clear guidelines on how to ensure and apply them. The Code of Academic Integrity stipulates that each and every member of the university community is responsible for abiding to a high level of academic integrity every time and at any circumstances. The document provides information on the Code's jurisdiction which is extended over all EUT (Faculties, departments, research centres and any other units). The documents provide information on academic freedom, academic misconduct, such as: fraud, plagiarism, manipulation of documents, multiple submission of academic work, distortion of academic data, facilitation or assistance in displaying academic dishonesty, providing unfair benefits. (008-The Code of Academic Integrity, section A.I.4 and A.I.5)

79. Code of Ethics stipulates that EUT is grounded on the highest standards of integrity, moral honesty and responsibility. The university is committed to an equal employment, career development and access to education opportunity, free from discrimination where advancement and reward is merit based. The document provides information on the values and principles of the university, responsibilities towards the university community such as students, academic staff, administrative staff, state, and community at large. The purpose of the code is to establish behaviour and ethics rules for the university community and guide this community in line with this rule; to promote professionalism and quality and to serve as a guiding authority in the daily decision making and teaching and learning activities. In line with the application of the code of ethics, EUT encourages the pursuing and applying best practices, as follows:

- Academic staff should conduct quality scientific research.
- Zero tolerance towards plagiarism.
- EUT label should be promoted and be part of public appearances (media in all its forms) of EUT's staff.



- EUT's staff should be transparent, in terms of their engagement in projects and activities outside the institution.
- Avoidance of conflict of interests.
- Protection EUT property.
- Protection of data and information.
- Dress code and behaviour should respect the academic environment and be up to it.
- Gifts from third parties are strictly prohibited.
- Finances of EUT should be kept in compliance with government rules and laws.
- Work relations should be characterised by punctuality
- Every staff member should offer cooperation in protecting EUT interests and guarantee the implementation of the Code.
- Managing authorities should act with honesty, not in a discriminatory manner and in line with the standards established by the university. (009-The Code of Ethics, section A.II.3-A.II.7)

80. In addition to the best practices the Code of Ethics provides information also on breaching of rules and regulations and the relevant disciplinary measures for staff and students (009-The Code of Ethics, section A.II.8-A.II.10).

81. Council of Ethics is the unit established to ensure that the Code of Ethics is respected, applied and abided to. It is composed of 7 members, one student representative, representatives of all EUT Faculties and the leading authority for academic affairs (Vice Rector), who leads the Council. The Council of Ethics takes action each and every time a member of the academic and administrative staff, or a student, claims for breaching of rules, discipline, integrity or other similar issues. (038-Council of Ethics document, section F.VI.3, F.VI.4).

82. In conclusion the quality assurance process in EUT is one of the strong points of the university. The EUT has a policy for quality assurance, it has a manual and a strategy, and a structure which guides and monitors the process. Rules and regulations for quality assurance are stipulated in the statute and brochure of documents of the university. While quality assurance has benefited from the partnerships with universities in Albania and abroad, at the same time it has facilitated these partnerships. Students, lecturers, and administrative staff have participated successfully in mobility and joint programs due to well established rules and clear points of references in the documents of EUT. The quality assurance is integrated within the vision, mission, organizational structure, scientific research, and the teaching process and as such has become part of the organizational culture of the institution. The University is committed to ensuring a high-quality assurance process where all stakeholders benefit and get the best service.

1.2 DESIGN AND APPROVAL OF PROGRAMMES

Standard: Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly



specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

83. EUT offers 54 study programmes: 21 Bachelor; 19 Master of Science; 10 Professional Master; 2 integrated Master of Science (5 academic years) and 2 professional diploma (Level 5). The study programmes cover fields of study such as: finance, auditing, business administration, marketing, tourism, business informatics, law, political science, international relations, security studies, communication science, psychology, physical education, teaching, visual arts, musical arts, performing arts, informatics engineering, information technology, civil engineering, industrial engineering, architecture, nursing, physiotherapy, and imaging.
84. The study programmes are designed in line with EUT mission to provide students with high quality education, (002-EUT Statute, Article 6) as well as the respective strategic objectives set out in EUT strategic plan regarding education and scientific research (005-Strategic Plan 2021-2025, priorities section I. and II.).
85. Each study programme has clearly stated objectives and learning outcomes, that are part of the documents that are sent to the Ministry of Education and Sport prior to their approval (licencing) and are provided in the diploma supplement that accompanies each diploma. (102-Diploma Supplement example). Information is published and students receive advice and guidance by trained staff members, during the registration period, orientation weeks and career advising. (223-Orientation Days 2020 posters; 227-Information and Promotional Spots). After their admission, students are provided with the detailed syllabus for each course they attend, which clearly defines educational objectives and learning outcomes, topics, basic literature, and the necessary information regarding assessment and evaluation. (098-Syllabus example).
86. Usually, the initial proposal comes from the department (117-Department meeting minutes October 21; 118-Proposal from Department). The proposal is reviewed by the Decanate of the Faculty (287- EIA Decanate Decision) and then submitted for approval to the EUT Academic Senate (119-Decision of Academic Senate no 22 dt 19-10-21) and Board of Administration (120-Decision of Board of Administration no 80 dt 24-11-2021), after prior consultation with the Curricula Office. After the submission of first phase documents, the Department continues to work on the drafting of course syllabi and programme regulation, that part of second application phase to the MoES (121-Department meeting minutes 24-11-2021; 122-Official letter from MoES No 26 dt 17-03-2022). The main criteria for approving a new programme, are as follows:
- It is drafted in accordance with the requirements of the legislation in force and the EUT internal regulatory acts.
 - It is in line with the mission and strategic development objectives of the institution and those of the basic unit that will provide it, as well as is in accordance with national interests.
 - It is in line with the demands of the labour market and therefore offers employment opportunities for graduates; at the same time has the support of the Labour Market Board.
 - It is based on convincing arguments that prove the sustainability of the programme and justify the need to open it.



- The department has the necessary human and infrastructural resources to provide the programme in accordance with quality standards.
 - The expected number of students, according to market research analysis, supports the opening of the programme. (032-Curricula Office document, section E.VIII.4.1 and E.VIII.4.5).
87. The opening or reorganisation of a study programme is supported by a market research analysis, which is carried out by the department (mandatory in cases of proposals to open new study programmes, or their reorganization) as well as the advising with the Labour Market Board, attached to each department (104-Minutes of department meeting with LMB; 107-Labour Market Board Meeting evidences), as well as during the HR Club annual meeting with HR managers of some of the biggest corporates in Albania (288-HR Club activity poster; 289-HR Club Agenda; 290-HR Club 5 attendance list; 291-HR Club Report Faculty of LPSIR). This is to ensure that the department's proposal has taken into consideration the external expertise in favour of the opening/reorganisation of the study programme.
88. The opinion of students and their feedback on the quality of study programmes, is collected through several means, such as:
- Lecturer and course evaluation at the end of each semester (097-Student evaluation form for lecturer and course)
 - Focus groups (some of the questions are related to the evaluation of the curricula and its courses) (059-Methodology for Focus Group Interviews IQAC).
 - Department's open meeting with students (105-Minutes of Meeting with Students - Dep Law)
 - Online questionnaire to measure student's satisfaction and employability after graduation (086-Graduate Career path tracking questionnaire, 087-Alumni Report 2019-2021).
89. The four purposes of higher education of the Council of Europe are reflected in the main strategic document of the institution (005-Strategic plan 2021-2025, Vision). EUT advocates quality education to prepare young people not only for employment, but also for their lives as active citizens in democratic societies, and to ensure their personal development and the development of a broad, advanced knowledge base. All four purposes are part of the main purposes of each study programme, stated in their specific regulations (224-Document on main purposes of study programmes).
90. Each program of study defines the list of courses, the course syllabi, the teaching schedule that defines in detail the expected student workload in ECTS, class hours divided in lectures, seminars, labs, exercises, etc. as well as the academic year and period when each course is conducted. The teaching schedule of the study programme must equally distribute student load from one term to another and guarantee a gradual progress of students from introductory courses to more advanced ones. (099-Teaching plan example).
91. The curricula of the study program should avoid duplication of knowledge from one subject to another. In addition, it must differentiate the degree of knowledge, skills offered in the programmes of the first cycle of studies compared to the programs of the same field, offered in the second and third cycle, respectively (010-Course syllabus and literature document).



92. All first and second cycle programmes of study, as well as programmes of professional nature (Level 5) include an internship as part of student's academic obligations, that is scheduled during the last semester of studies. The aim is to train students in a genuine work environment and offer them the opportunity to be prepared for the labour market, as well as to establish contacts that can help them on their future employment (013-On Internships document, Section B.1.2.2.); 100-Study programme curricula example; (244-List of cooperation agreements 2018-2022).
93. Each department drafts a periodic report to assess the extent to which the learning objectives and outcomes of the study programme are achieved (037- Department organisation document, section F.V.5.2).
94. In conclusion the design and approval of programs is a considered as one of the most important processes in the university. The University has clear procedures (described above) for designing and approval of programs. The design is done upon careful consultation with all stakeholders: lecturers, students, and Labour Market Boards. The design of programs, whether proposal of new programs or adaptation of existing ones is done after a long and careful examination of market. The expansion of study programs in number and field is a good indicator that the University has adapted to the changes economy and needs of job market. The aim is to offer valuable knowledge and skills to students so that they can find a job in line with their field of education in the job market, and at the same time the job market *per se* is supplied with qualified human resources ready to respond to the always changing nature of this market. Approval of programs is done in line with the procedures established by the MoES. The University is committed to offer high quality programs for the benefit of students and society at large.

1.3 STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT

Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

95. Since its establishment, EUT has designed and implemented a student-centred approach in the learning, teaching and assessment process. The creation of a stimulating, supportive and sustainable environment for pursuing excellence, based on flexibility and accountability, is a strategic objective of EUT (002-EUT Statute, Article 6.3).
96. Regarding the implementation of student-centred learning and teaching, EUT respects and attends to the diversity of students and their needs, through offering of study programmes with profiles, flexible teaching timetable, accommodating needs of students with disabilities and by offering study programmes in English language.
97. Study programmes are offered with various profiles (students have the opportunity to choose based on their academic and professional interest, within the same programme. Students have



the opportunity to deepen their knowledge or to 'make' their study programme more interdisciplinary) (106-List of active study programmes).

98. Flexible teaching timetable. Professional Programmes and Bachelor programmes are offered usually from Monday to Friday, from 09:00 to 16:00 and second cycle study programmes are offered during the week from 17:00 to 20:00 and some courses on Saturday. Students may adapt their timetable to their needs, by selecting from the available class groups for the courses they are attending. Given that most of master students are employed, offering of the courses after the official business hours is very helpful to them. This has also been appreciated by students in focus groups (172-Focus group minutes Faculty of LPSIR, p.5, point I).
99. EUT accommodates needs of students with disabilities by offering the possibility to take the oral exam in courses where written exam is mandatory, more time to conclude assignments, etc.).
100. EUT offers study programmes in English to accommodate foreign students, or Albanian students who are interested to study in English, to increase students' mobility possibilities. EUT offers 4 study programmes in English language (106- List of active study programmes, Tot.no. 4, 7, 18, 41) and this number will be increased, in harmony with EUT priorities and strategic objectives (005-Strategic Plan 2021-2025, Priorities, I.2).
101. The teaching process is based on different modes of delivery and on a variety of pedagogical methods to stimulate critical and analytical thinking in students. It involves lectures, seminars, lecture/seminars, laboratory work, practical work, course work, midterm exams, final exams, professional practices/internships and diploma thesis, final comprehensive exam, projects etc. (003-EUT Regulation, Article 17.1, 010-Course syllabus and literature document, Section A.III.3). Students are provided through LMS with course syllabus, which clearly defines elements related to course name, lecturer, workload in ECTS, summary and learning outcomes, course content and pedagogical methods, attendance requirements, assignments and evaluation, literature, audio-visuals materials and final remarks section (098-Syllabus example). Course syllabuses are based on the principle of circles, with the aim to facilitate the adaptation of students coming from different study programs, inside or outside EUT. The principle of the circles extends to the entire pedagogical and scientific structure of the course, which includes knowledge content, pedagogical methods, bibliography and knowledge assessment (010-Course syllabus and literature document, Section A.III.4.).
102. Modes of delivery and pedagogical methods are regularly evaluated and reviewed. The process of drafting, reviewing, and approving of the course syllabus is regulated by EUT internal documents (010-Course syllabus and literature document, Section A.III.8). The syllabus is proposed by the course leader and discussed with other lectures who will deliver that course. The syllabus is consulted with the head of section and approved by the Head of Department. The lecturer may propose changes from the approved template of the course syllabus, which should be discussed in the course group and the Department, approved by the decision of the Dean of Faculty and reflected in the course syllabus. Based on teaching organization and the form of knowledge assessment, courses are divided in two typologies:



Typology I course are considered those of practical/applicative nature and *Typology II* course are considered those of theoretical nature (003-EUT Regulation, Article 16.5). Elements of the organization of learning groups, based on courses specifics, are detailed in EUT regulation (003-EUT Regulation, Article 18).

103. Despite the regulated framework of the course content, the autonomy of the learner (student) is taken into consideration. Some aspects of this autonomy, are related to:
- the possibility to freely choose a presentation topic and the form of presentation: during the course, students may present during seminars on different topics, related to course content. Among the main methods of presentation are Power Point presentations, Canva and video analysis, which serve as building blocks to move students to the centre, mainly through practical assignments, case handling, discussions brought by the students themselves, etc.
 - students may discuss on case studies related to the course content, different from the one prepared by the lecturer or request a special session on specific topic based on their interest (academic or professional).
 - freely choose the diploma thesis topic, based on their academic and professional interest but also based on lecturers' expertise (014-Diploma Thesis and Dissertations document).
 - students' evaluations for lecturers and courses (through focus groups, questionnaires, open departmental meetings, etc.) (002-EUT Statute, Article 50.3). Lecturer/course evaluation is conducted by students in LMS. Students are asked to evaluate the usefulness of the course, the provision of teaching materials in a timely manner in the LMS, and several aspects of teaching (whether the lecturer encourages critical thinking, group discussions, student inclusion, etc). Upon this feedback, course syllabuses are reviewed for the next academic year (097-Student evaluation form for lecturer and course).
104. Mutual respect within the learner-lecturer relationship, and the standards of integrity, moral honesty and responsibility, are central principles of academic life in the institution. The rights and duties of all categories of EUT community members are prescribed in EUT internal documents (008-The Code of Academic Integrity, 009-The Code of Ethics). Reference to the Code of Ethics and some elements of this code, are integral part of course syllabus.
105. In order to improve the quality of teaching, the institution:
- organizes continuous training on teaching methodology and scientific research, conducted by both EUT professors and guest experts.
 - encourages the engagement of professors in projects and scientific research activities, as well as their presence as experts in the professional and public life and the media
 - improves and expands support services (equipping auditors with tools technology, library enrichment, internet service throughout the environment, lecturer portal, etc.).
 - develops the administrative structure available to programmes and students.
106. EUT has appropriate procedures for dealing with students' complaints. Complaints may be related to ethical issues regarding aspects of teaching and research process activity or some other institutional activity (002-EUT Statute, Article 19.6, 008-The Code of Academic



Integrity, 009-The Code of Ethics), or to issues not related to ethics but to other aspects of teaching/learning process (003-EUT Regulation, Article 27.9 & 32).

107. Students' complaints are addressed in the meetings the Rector holds with the Student Council, once a month. Depending on the nature of their problem, appeal, or request, students can address their inquiry to:

- Academic Secretariat – for issues related to academic process and financial issues
- Student Support Office - for issues related to student's life.
- Career Advising Office - for career advising regarding future study options, internships, and employment opportunities. It is also supported by Career Advisers, within the departments.
- Tutoring and Academic Advising (003-EUT Regulation, Article 38) – carried out by academic staff members.
- Department's open meetings.

108. Process trail: Explanatory sessions and request of reassessment

- Publication of exams results is done within 2 (two) weeks from the exam date. In the meantime, lecturers hold explanatory sessions with students (003-EUT Regulation, Article 27.9; 123-Course grading results-Process Trail).
- If the student complains about the points gained in one of the evaluation components, after listening to the explanations during the explanatory session with the lecturer, in case he/she continues to have observations about the fairness of marking, he can send a written request to the Head of Department asking for component re-evaluation (003-EUT Regulation, Article 32; 124-Addressing Student Requests Form-Process Trail).
- The Head of Department or the Dean, in cases when the course lecturer is the Head of the Department him/herself, calls a commission consisting of 3 academic staff members to take into consideration the request and re-evaluate the disputed assignment/exam component (125-Decision of ad hoc commission-Process Trail).
- The evaluation that the commission makes is final and may be the same, higher, or lower than the initial evaluation (126-Final results after reassessment-Process Trail).

109. Being aware of the importance of assessment for the students' progression and their future careers, EUT implements a transparent, consistent, and fairly applied assessment procedure to all students (003-EUT Regulation, Article 23, 24, 26-28, 011-Student assessment system document). Student assessment system is based on the principle of continuous knowledge assessment and has a triple function:

- It encourages the student to learn throughout the year.
- Provides a more objective assessment of the student, dividing the grade into several components compared to the assessment based on only one exam.
- Evaluates the course progress during the semester, if students understand the material being introduced in the course (011-Student assessment system document).

110. The main elements of the continuous assessment are exams, course assignments/ practical assignments and the level of activation/ participation during the seminars. Course assignments are the most flexible part in all of this, since there are always given a variety of

options as to how the student can complete them, whether it be by doing an essay on a given topic, a book review, practical assignments, etc., all in accordance with the course program.

111. Specific elements related to students' assessment system, principles, typologies and forms, are defined in internal documents (011-Student assessment system document). The course leader is responsible for the final assessment of students. Where possible, in the case of courses conducted by more than one lecturer, assessment is carried out by more than one examiner. The criteria for and methods of assessment as well as criteria for marking are published in advanced (098-Syllabus example).
112. Student evaluation has a stimulating and a non-penalizing nature. It aims to show what the student knows and whether he/she needs further information. On this purpose, each evaluation of the lecturer must be accompanied by a relevant explanation (011-Student assessment system document). Anonymous marking aims to protect staff and students from the perceptions of bias. Exam papers have barcodes instead of student names, which are disclosed by the secretaries, after the marking of exams. Exam results are published in LMS, where each student can see only his/her own results. Explanatory sessions with students, are conducted by the lecturer in order to discuss the extent to which the intended learning outcomes have been achieved. Normally, the assessment of courses exams is carried out by the lecturer or lecturers who teach the course. To ensure the correctness and quality of examination marking, sample of exam papers for each course are checked by IQAC (109-Methodology for Monitoring and Controlling Final Exams, 111-Exams Report Monitoring Template, 112-Exams Monitoring Report).
113. Having gone through the rules and regulations and practices which provide for the students learning and evaluation and for the teaching process, it could be concluded that these processes are student-centered. The study programs are well-built with courses which feed to each other and contribute to the study program learning outcomes. Furthermore, at bachelor level students take foundational courses and then expand their knowledge and skills at master level where they get advanced course in the discipline of their interest. Lecturers employ different methodological methods to make the lessons more attractive, easy to understand and to facilitate students' engagement in class discussion so that they meet course learning outcomes and take the most out of lecturers and teaching. The philosophy that guides assessment and evaluation is one which aims to improve student learning, by identifying students' strengths and difficulties as well as detect weakness in programs, so that improvement could take place. Rules and regulations stipulated at the Brochure of Documents and EUT Statute help to organize the process in all its phases – lectures and teaching, student class participation and presentation, essay papers, laboratories and exams – so that students get qualitative teaching to help them succeed in their studies. Finally it could be said that the University ensures that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.



1.4 STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION

Standard: Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.

114. EUT consistently applies pre-defined and published regulations covering all phases of the student "life cycle", from information and admission, to progression, recognition and certification.
115. Student information, admission, progression, recognition and certification is based on national legislation in force and internal documents and procedures (002-EUT Statute, Article 37, 40 and 50, 003-EUT Regulation, Article 11, 15, 19, 20, 22, 35-43, 012-Tutoring and Academic Advising document, 013-On Internships document, 014-Diploma Thesis and Dissertations document, 019-On student admission policy, 020-On students transfer and mobility, 021-Student Involvement in the governance, 022-On the promotion of student excellent performance, 023-On scholarship award policies, 031-Career Advising and Student Support Office document, 060-Regulation on student exchanges). Academic offer, information on criteria, documents and admission procedures are published online (199-Student Admission webpage), in the information brochure (063-Students Guide 2022-2023), mass media information campaigns, and are explained thoroughly during the on-site visits in high schools and advising service provided to students at EUT premises.
116. Information activities for prospective students are coordinated by the Career Advising and Students Support Office, in cooperation with Departments and management authorities and is supported by the Communication and Public Relations Office (003-EUT Regulation, Article 6).
117. Main activities for providing information, guidance, and advice for prospective students (003-EUT Regulation, Article 36, 019-On student admission policy), are:
- High school tours: Every springtime EUT organizes groups of academic staff and students who visit high schools in different cities to introduce university's study programmes, admission criteria, and other services, to help pupils make a well-informed and responsible choice (227-Information and Promotional Spots).
 - Open Days: are days when pupils may visit the institution and attend some teaching classes. (227-Information and Promotional Spots)
 - Production of informative, explanatory, instructive materials such as leaflets, posters, brochures and visual ones, like TV spots and promotional messages (063-Students Guide 2022-2023; 225-TV and Social Media Ads 2017-2022).
 - Registration Weeks: orientation and advice are provided to prospective students by the Career Advising Office and appointed academic staff members (career advisers), about EUT study programmes, admission criteria and procedures, registration documents, as well as features of student life and student academic obligations. (243-Registration weeks posters). The staff of Career Advising Office is responsible for keeping records regarding individuals interested in attending their studies at EUT.



- Orientation Week: for new students before the new academic year begins (223-Orientation Days 2020 posters; 231-Orientation week activity video links).

EUT has managed to design, implement, and consolidate a successful information campaign, which is evidenced by the number of students who choose EUT, the prominence of the institution in the higher education sector in Albania, and students' evaluations collected during focus group sessions. (172-Focus group minutes Faculty of LPSIR, 173-Distribution of Focus Group final Report to the leading authorities, 174-Distribution of Focus group report to the relevant academic unit).

118. Admission processes and criteria are consistently implemented and in a transparent manner, based on national legislation in force. EUT has designed and implements clear and transparent procedures, criteria and documents, regarding the admission of new students. Application criteria and documents, as well as the information about tuition fees, scholarships and fee reductions, are published online in EUT webpage (199-Student Admission webpage). EUT internal documents regulate the admission process, and define the relevant principles, criteria, responsibilities and activities.
119. Quotas and criteria for admission for the new academic year are approved by the Academic Senate and Board of Administration (002-EUT Statute, Article 19.2.7, l), based on the proposals of Departments and Decanates (002-EUT Statute, Article 19.5.2, g). The study programmes offered by EUT allow enrolment of both, Albanian or foreign citizens who meet the conditions foreseen in national legislation in force and internal documents (003-EUT Regulation, Article 11 and 19, 019-On student admission policy). Applicants must submit all necessary documentation to the Student Registration Office (Registrar). The status of the student is obtained by registration in EUT, and by being provided with a special matriculation number. This status is lost upon obtaining the relevant diploma, as well as in case of deregistration of the student by EUT (002-EUT Statute, Article 50).
120. EUT provides opportunities for recognition of credits and transfer of studies between programmes of the same study cycle inside EUT or from/to various other higher education institutions. Study periods and the records acquired in other domestic or foreign institutions, are recognized and equated, from the point of view of the right to continue education in an equal or similar study programme (002-EUT Statute, Article 37). Criteria for credit recognition procedures and transfer of studies are set out in the EUT internal documents (003-EUT Regulation, Article 35, 020-On students transfer and mobility, 060-Regulation on student exchanges). Recognition and evaluation are based on the principles, criteria and dispositions of the Lisbon Recognition Convention, accepting therefore the principle of programmes diversity.
121. The applicant must submit to the Admissions Office, a request where s/he must specify the courses to be recognised (127-Request for Courses Recognition), accompanied by a list of grades issued from the institution from the applicant will be transferred (128-Student Transcripts). Documents are preliminarily reviewed by the Head of Department (129-Preliminary Courses Recognition). The applicant is informed of the preliminary study recognition by the Admissions Office and for the necessary documents for the second phase



of the process (130-Student transferring documents). The Recognition Commission at the Department, reviews applicants' complete documents and makes a final decision (131-Final Courses Recognition Decision). The final step of the process, is the registration of the student (132-Student Registration Contract) in the study programme and the year of study, according to the decision of Recognition Commission.

122. Internationalization is one of the main objectives of EUT (005-EUT Strategic Plan 2021-2025, points 1.2 Strategic Objectives, VI. Priorities in International Cooperation). As such, EUT strongly encourages the mobility of staff and students in the region, the European Union and beyond and joint and double degrees (088-Data on International Credit Mobilities students 2017-2021, 089-Data on International Credit Mobilities staff 2017-2021) . In this regard, EUT has successfully established the Office of Project Development and Partnerships in order to develop international projects, strategic partnerships and facilitate applications for research grants. Detailed information regarding the internationalization is published online in EUT webpage (200-Internationalisation Strategy Webpage).
123. EUT pays special attention to students' progression through Tutorial and Academic Advising & Career Advising and Students Support, student assessment system, support for the internship and diploma thesis, student involvement in the EUT governance, scholarships and student clubs, Labour Market Board and student's progression tracking process.
124. ***Tutorial and Academic Advising & Career Advising and Students Support*** (012-Tutoring and Academic Advising document, 031-Career Advising and Student Support Office document). Orientation and mentoring of students start at the time of the expression of interest to become a student at EUT and continues even after graduation, through the EUT Alumni network. Students Support Office serves as the primary source of information and advertisement about studying opportunities. The office staff help students get involved in campus life, inform students regarding university policies, mediate organizational and individual disputes, advice special programs and activities, support students campaign for students' council, manage the office where the members of the Students' Council stay. Career Advising office conducts its activity in close collaboration with the career advisors of each faculty/department, based on students' cycle of study.
125. ***Student assessment system*** (011-Student assessment system document). Student assessment is done continuously and has a triple function:
 - It encourages the student to learn throughout the year.
 - Provides a more objective assessment of the student, dividing the grade into several components compared to the assessment based on only one exam.
 - Evaluates the course progress during the semester, if students understand the material being introduced in the course.
126. ***Support for the internship and diploma thesis*** (013-On Internships document, 014-Diploma Thesis and Dissertations document). EUT has transparent and detailed processes, documents and criteria's regarding the internship and diploma thesis. Through various institutional agreements with different actors and institutions from labour market, Career Advising Office supports students regarding professional internships (244-List of cooperation agreements



2018-2022). EUT supports student regarding the preparation of diploma thesis, through methodological sessions. Methodological sessions, which are formally considered as seminar class hours, aim to help students elaborate the methodological aspects of their work for the writing and presentation of the diploma thesis.

127. ***Student involvement in the EUT governance*** (021-Student Involvement in the governance). Students are represented in the governing bodies of the institution, in educational-search and services structures. EUT encourages student's participation in the decision-making bodies, their free organization and the expression of their own opinion. The main structures where students are represented are:
- Students' Council – implements students' participation and coordinates their representation in the governing bodies.
 - Academic Senate – has three students' representatives (002-EUT Statute, Article 19.2).
 - The Council of Ethics – one member is a student representative recommended to the Rector by the Students' Council (002-EUT Statute, Article 19.6.2).
 - Internal Quality Assurance Commission – has a member from the Students' Council (002-EUT Statute, Article 19.7.4 c.).
 - Open Departments meeting – once month students are invited to participate in open Department meetings dedicated to student issues and concerns. (037-Department organisation document, point F.V.2.3).
128. ***Scholarship award policies*** (023-On scholarship award policies). Full or partial scholarships are offered based on several selection criteria to promote the highest possible results in studies, as well as to play an important role in the social medium to help the discriminated and those in need (230-Students Scholarship and Excellence Award Promotion Activities).
129. ***Students' Clubs***. EUT organizes different social, artistic, cultural and academic activities, aiming the enrichment of student life and as an opportunity of applying the knowledge obtained and disclosing their talents (295-Student Clubs; 294-Student Clubs activity posters).
130. ***Labour Market Board (LMB)***. Departments works closely with LMB to increase their role in the strengthening of professional and application features of the study programmes, to make the latter as much suitable as possible with requirements of labour markets. LMB are e contact point for employment, professional practices and students' leadership. (002-EUT Statute, Article 18.4).
131. ***Student's progression tracking process***. Students' registration is recorded in four registers: basic, student records register, graduation register and class registers which are administered in hard and electronic copy (003-EUT Regulation, Article 19). Through tutorial and academic advising, EUT helps students to identify and achieve their academic goals and to address any difficulty or uncertainty that students might face related to academic obligations of the courses they are attending (003-EUT Regulation, Article 37). The Career Advising and Students Support office, in close cooperation with academic staff, implements and monitors the process and tools to collect, analyse and act on information on student progression. The process is facilitated through the use of information system for the academic process; University Managing System Information (UMIS) and Learning Management



System (LMS) (030-Information systems, 048-LMS Report Statistics and Features 2017, 054-UMS Students web portal User Guide, 055-UMS Staff User's Manual).

132. The student who has fulfilled all the requirements of the teaching schedule, all obligations towards EUT, as well as the final obligations of the study programme, is awarded the corresponding diploma within 6 (six) months from graduation, associated with the transcript and the diploma supplement. The Academic Secretariat compiles and provides the student with the Diploma Supplement, which reflects in detail the data on the achieved qualification of the student (in Albanian and English). Until the student is provided with the diploma, EUT issues a graduation certificate and the student's transcript (003-EUT Regulation, Article 40, 101-Diploma Model, 102-Diploma Supplement example). Each diploma, before being issued by EUT, is registered according to the legislation in force. EUT, through Career Advising Office, tracks the career path of graduates, about 6 months after their graduation, processing the relevant statistical data regarding their integration into the labour market. (087-Alumni Report 2019-2021, 084-GRADUA Final Report EUT Graduates Profile Survey).
133. In conclusion the EUT consistently has applied pre-defined and published regulations covering all phasis of the student "life-cycle" such as information for the study programs, criteria to be fulfilled, admission to the study program, progression, recognition and certification. The rules and regulations are stipulated in the main documents of EUT as discussed at length above. In terms of study program offers and student orientation in choosing study programs the University has made use of various channels of communication to reach to its potential students such as high school tours, open days, production of leaflets, brochures, TV spots and promotional messages. Registration and Orientation Weeks are useful to students to help them select a study program which suits them better and help them to get to know the university, its rules and regulations and how to "navigate" in this new environment for them. The University has devoted efforts not only to accommodate students in their first year, but also to accommodate students who transfer their studies from other universities – in Albania and abroad. In terms of students' progression, the university organizes tutorial and academic advising, career advising and student support and student's clubs. The student assessment system helps to track students' progress throughout the year. The Support for the internship and diploma thesis and scholarship award policies are other tools employed to help students progress and get recognized for their performance. The University is committed to continue the very good procedures and practices employed to accompany the students throughout their life-cycle.



1.5 TEACHING STAFF

Standard: Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

134. EUT has designed and consistently applies fair and transparent processes for the recruitment and development of the staff, based on national legislation in force and its' own vision, strategic objectives and fundamental principles. The policies, criteria and procedures of academic staff recruitment are defined in internal documents (002-EUT Statute, Article 6, 7, 41-44, 003-EUT Regulation, Article 10 and 22, 008-The Code of Academic Integrity, 009-The Code of Ethics, 015-Scientific research policies, 040-Recruitment policies and procedures). The call and criteria are publicly published (198-Vacancies publication Webpage) and the selection is made through an open competition.
135. The selection process goes through the following steps:
- The assessments of the needs for new staff, as well as the academic profiles are determined by each department (133-Dept Report on Academic staff teaching load, 134-Department specification of selection criteria).
 - Vacancies are published online (135-Call for applications).
 - Applications are submitted to the Office of Human Resources, which is responsible for preliminary selection (136-List of Applicants).
 - Departments select the candidates who will go through the interview phase (137-Selection of candidates and short list)
 - Shortlisted candidates are invited to submit a complete application file (139-Job interview invitation email).
 - The evaluation of the candidates is conducted by the Recruitment Committee (138-Order on the recruitment committee), and the evaluation is done with points by each member of the committee (140-Evaluation Template).
 - Successful candidates are informed for the Decision of the Recruitment Committee (142-Decision on the selection of the winning candidates) and for the next steps of the process (141-Job offer email and confirmation, 143- Notification of required documents to be submitted).
 - The process is concluded by signing the contract (144- Employment contract Signed).
136. The rights and duties of the academic staff, as well as the workload and its forms are determined in the Work Contract (062- Employment Contract Template-Academic Staff) between the staff member and EUT, based on the Labour Code, on the Statute and other EUT documents, cited in previous paragraph. EUT publishes its organogram on its official website.
137. The Institution continuously pursues professional staff training and organizes supportive teaching activities and training. Academic staff is periodically subject to training, testing and evaluation, specifically defined in EUT internal documents (002-EUT Statute, Article 44.3; 245-Methodological trainings Posters; 246-Back to Work Poster). The Rector sets up an ad-hoc commission for performance evaluation (161-Administrative Order no 4 dt 08-02-2022)



Follow up commission). EUT encourages further qualifications of the staff by supporting their participation in scientific conferences in the country and abroad; publications of their research work, involvement in research and capacity building projects and academic mobilities (094-Staff involved in EUT projects, 089-Data on International Credit Mobilities staff 2017-2021) as well as financial support (005-Strategic Plan 2021-2025, Section II. 2.).

138. High quality scientific research and its impact on teaching, is one of the strategic objectives of EUT. In order to accomplish this strategic objective, EUT has designed and implements procedures, criteria and activities, detailed in internal documents (005-Strategic Plan 2021-2025, 007-EUT Research Strategy 2021-2025, 015-Scientific research policies). Scientific research is built in implementation of the philosophy, mission and vision of EUT and the Scientific Research Strategy of EUT, in accordance with the interests of the University, academic staff and students, as well as in accordance with the human and financial capacities in possession. The focus is on research that ends with a valuable product for society; serves to increase the quality of teaching; and provides financial income.
139. In order to engage in sustainable academic research (007-EUT Research Strategy 2021-2025, Article 4) EUT has developed implementing structures that engage in empirical research and support structures that plan, lead and monitor research at EUT. Talent acquisition, especially among the community of young researchers, development of a qualified academic staff is necessary for ensuring sustainable scientific research. The strategic direction of scientific research is set by the Vice Rector that covers research affairs as well the Academic Senate, which design, monitor, and evaluate the university's strategy through a medium and long-term perspective. These offices are responsible for the periodic update of the strategy and periodic gap analyses and action plans to implement it.
140. EUT has designed and implemented the structure of Academic Research and Training/Development (007-EUT Research Strategy 2021-2025, Article 6).
- Research and Publications
 - o Major Research Projects (MRPs)
 - o EUT Press (UET Press)
 - o Polis Journal (214-POLIS Scientific Journal Webpage)
 - o Economicus Journal (215-Economicus Scientific Journal Webpage)
 - o Medicus Journal (216-Medicus Scientific Journal Webpage)
 - o Jus & Justicia Journal (217-Jus and Justicia Scientific Journal Webpage)
 - o Ingenious Journal (218-Ingenious Scientific Journal Webpage)
 - o ASD Conference (219-ASD and ASD Junior Conference Webpage)
 - o Junior ASD Conference (219-ASD and ASD Junior Conference Webpage)
 - Training and Certification (245-Methodological trainings Posters)
 - o Early Researcher Certificate
 - o Junior Researcher Certificate
 - o Senior Researcher Certificate
 - o Certificate in Research Methodology.
 - Research and Development



- o Centre for Sustainable Development (085- Activity Report Centre for Sustainable Development)
 - o Centre for Methodology and Scientific Research
 - o Centre for Technology Development and Innovation
 - o Centre for Scientific Research in Public Health
 - o Office for Projects Development and partnerships.
141. EUT encourages and undertakes sustainable scientific research in line with the challenges faced by Albania aiming to impact the national research agenda by demonstrating the practical benefits of contemporary research that is based upon sound methodology and modern technology. Scientific Journals are the main instruments through which EUT 'communicates' with the outside academic world. Since 2017 the scientific journals are published in English and in a rigours double blind peer review. Process trail documents are as follows:
- (255-Decanate meeting minutes)
 - (256-Call for papers - Jus Justicia)
 - (257-Correspondence with the author)
 - (258-Correspondence with the reviewer)
 - (259-Article in its Original Form)
 - (260-Peer Review Evaluation Form)
 - (261-Notification of the author for the review result)
 - (262-Article in its Revised Form)
 - (263-Notification of article publication)
 - (264-Publication of the Journal Jus – Justicia).
142. *Strategic Planning* at EUT is based upon a cyclical process, which begins with the setup of *Strategic Research Objectives* and proceeds with the selection - based on quality, scientific rigour and academic pertinence - of the research projects the university funds.
143. *The integrated plans of Scientific Research*, with well-delineated temporal limits, are designed with clear attribution of responsibilities and obligations for each of the offices involved in the research process from the academic units all the way to the administrative support offices. EUT plans a five-year main research programme. For example "Innovative Albania" (2015-2020) and "Market Development: University-Research-State (2021-2025).
144. **Main Research Programme 2015-2020 "Innovative Albania"** (196-Innovative Albania 2015-2020) - During these five years, the motivation of scientific research stemmed from the major priority of the Albanian economy and society, whose keyword is "Innovation". This in fact during the last 5 years was also a European priority, as innovation in today's world is the number one factor of progress and development of nations, or their backwardness and stagnation in the trap of underdevelopment. From this point of view, the focus of EUT scientific research in addressing this limitation faced by the economic and social progress of the country, gave a value to the public utility of the scientific products.



145. Major Research Projects (MRP) represent the main organising principle of research at EUT, are led by senior researchers, and encourage interdisciplinary research. MRPs are the main instrument through which EUT directs and generates scientific research and academic publications. The MRPs orient and assist junior research regarding their individual research projects. MRPs (2015-2020) were:
- *Politics, Communication and Society*
 - *From Big Data to Big Business*
 - *New Growth Agenda*
 - *Development Through Education*
 - *Law: Between Efficiency and Justice*
 - *Law and Public Institutions in Transformation*
 - *Risk: The Game all Players Play*
146. The best outputs of this research programme were published as a summary of 250 abstracts, selected by 1750 papers, book's chapter, books, monographies, conference presentations, etc. (196-Innovative Albania 2015-2020)
147. **The main Research Program 2021-2025: Market Development: University-Research-State.** (197-Market Development Research Program 2021-2025). The global COVID 19 crisis challenged the social, economic, technological and cultural evolution of the society. The dynamics of management and policy responses in this transformation process at international, regional and local level, urge for a coordinated response, considering its interlinked implications. It represents an opportunity to rethink and remodel the response of institutions in promoting health, environment, economy, but also in strengthening democratic governance, guaranteeing equal rights and opportunities, social protection and promoting common values.
148. This programme aims to foster the university to society links and cooperation in the sense of the collaboration between all actors in the Quadruple Helix: university, business, policy, civil society, and media. Major Research Projects (MRPs) are:
- a. *The new economic model in Albania*
 - b. *The state and the right to transformation*
 - c. *The role of the individual in the development of Albanian society*
 - d. *The impact of innovation in industry and services.*
 - e. *Challenges and the future in the medical fields*
149. Housed in the MRPs, the **research units** are the main mechanism through which the objectives of the MRPs are materialised through empirical studies, which – simultaneously – fulfil the objectives of the MRPs and are in coherence with the overall goals of the researchers' individual research projects. The research units are also the main instrument, which welcomes and 'houses' incoming doctoral students who undertake research that fits the units' main research objectives and interests. (247-EUT Research Units). This organisational structure enables interdisciplinary research and simultaneously 'orients' EUT researchers towards those areas that are important to EUT, society and its partners.



150. The academic staff who belongs to the "Lecturer" and "Professor" category, with the approval of the respective basic unit, have the right to work every 7 years for their academic advancement, for periods of time up to one year. This right is acquired through a concrete research or publication project, approved by the Board for Financing Research Activities. This period of time is known as the sabbatical year, it is paid, and the academic staff member is relieved of the teaching duty 002-EUT Statute, Article 42.8). EUT supports his Assistant Lecturers to pursue their doctoral studies in EUT as well as in institutions abroad, by awarding paid research periods of several months.
151. Evaluation of teaching quality of the academic staff is carried out through (003-EUT Regulation, Article 22.2):
- The evaluation of the Dean, Head of Department and/or corresponding Head of Section (095-Evaluation from leading authority example).
 - Assessment by students at the end of each term, while preserving their anonymity, as well as the focus groups with students, as well as through opinions and thoughts that they express in the open meetings of the department (059-Methodology for Focus Group Interviews IQAC).
 - Self-assessment (159-Academic Staff Performance Self-Evaluation Form).
 - Results from the reports of IQAC (112-Exams Monitoring Report, 113-Report - Monitoring of Final Exams).
 - Evaluation by the Performance Evaluation Commission set up by the Rector (follow-up) (164-Main Conclusions on the Follow Up Process).
 - Open lectures for a certain pre-defined topic.
152. Elaborated conclusions are presented to the interested academic staff and leading authorities. The results of teaching staff evaluation are stored in the individual Academic Staff File at Human Resources Office. Internal documents and evidence demonstrate that EUT respects legal procedures regarding policies of academic staff recruitment, records the database, follows the commitment of lecturers, supports and promotes their achievements in the academic and research processes, in compliance with the standards and criteria of ESG 1.5 Teaching Staff.
153. In summary, it could be said that EUT has in place clear rules to regulate the recruitment process. The recruitment strategy aims to reach out to a vast pool of qualified lecturers, in order to ensure that the best become part of the institution (293-EUT Academic Staff; 292-Academic Staff statistical data). The EUT is committed to offer a thriving working environment for staff development. Mobility programs, staff training, support to participate in scientific conferences, provision of a structure that guides, organizes and accommodate scientific research and the integration of staff in the projects implemented by the Office for Project Development and Internationalization are the main mechanisms to staff development.



1.6 LEARNING RESOURCES AND SUPPORT FOR STUDENTS

Standard: Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

154. EUT provides students with the necessary infrastructure and resources to support their learning experience. Currently EUT offers comfortable auditoriums equipped with a PC and projector to support the use of audio-visual materials, as well as power point presentations, a number of computer labs and other laboratories related to arts, engineering and technical medical science fields of study, as well as the gym. (220-General Information on EUT infrastructure). As mentioned earlier, LMS is the system that supports students learning experience. (047-Information Management System LMS Strategy, 053-LMS Student Guide 2017). Also, the school library offers a quiet space to study for students, and a wide collection of literature for all programmes of study (248-Inventory of Library Collection). Students can also use PC to work on their assignments or use e-resources (1. Edward Elgar Publishing, 2. ASTM Compass, 3. Sage, 4. EBSCO). The administration and functioning of the Library are regulated by a specific document. (028-Library Administration document).
155. The institution helps and guides the student on how to access literature through:
- Library staff;
 - Lecturers - during the year in lectures / seminars;
 - Course syllabus;
 - Information provided in Academic Writing and Research Methods courses.
156. A few weeks before the beginning of this academic year, EUT had to change its location to the current premises. The institution made every effort to ensure a smooth transition to the new buildings and avoid any negative impact on the development of academic processes. Certainly, it proved not easy, and some of the facilities and equipment were not available at once.
157. EUT participates in many international projects that support the investments in improving the learning environment. The departments closely related to the field of the project, participate in the decision-making process on choosing the learning resources to be acquired, or new investments that should be made in infrastructure. Process trail documents illustrating such a procedure are listed below:
- (145-Tender Procedures Information)
 - 146-Tender Dossier and invitation)
 - (147-Offer 1)
 - (148-Offer 2)
 - (149-Offer 3)
 - (150-Tender Opening Report)
 - (151-Evaluation Report)
 - (152-Award Decision)

- (153-Notification letters)
 - (154-Contract signed)
 - (155-VTECH Equipment inventory)
 - (156-1st Invoice)
 - (157-2nd invoice)
158. In addition, EUT provides students with several mobility possibilities through cooperation agreements with several foreign partner universities, mainly under Erasmus + programme. (088-Data on International Credit Mobilities students 2017-2021).
159. The institution provides guidance and tutoring for students from their enrolment till graduation. Tutoring and academic advising take place throughout the academic year. It is recommended not to change the mentor lecturer throughout the study cycle. (012-Tutoring and Academic Advising document). Academic advice is provided also by Students Support Office which serves as the primary source of information and advertisement about studying opportunities. The staff of the office help students get involved in campus life, inform students regarding university policies, mediate organizational and individual disputes, advice special programs and activities, support students' campaign for Students' Council (031-Career Advising and Student Support Office document).
160. Career Advising office conducts its activity in close collaboration with the career advisors of each faculty/department. The main services the office offers are:
- Provides students with advice and support in preparing the necessary documents for a job application (a CV, Motivational Letter, correspondence with the Human Resources office of companies/organizations, Thank-you Letter, offer rejection letter).
 - Provides advice for the job interview phase.
 - Assists the Faculties in organizing important activities such as EUT Open Day and Job Fairs.
 - Mentoring and Networking (University resources and partnerships, job fairs, Alumni, Labour Market Boards, student's groups in Linked In, networks of students who have done internship and Erasmus mobility).
 - Carries out the tracking of graduate students and processes statistical data on Alumni.
 - Develops a database of employment opportunities, internships, scholarships etc., and sends the information to students who may be interested. (031-Career Advising and Student Support Office document, points E.VII.4- E.VII.6).
161. EUT has several cooperation agreements with institutions, organisations, private companies and other entities to provide students with internship opportunities, during the final year of studies, usually in the last semester (244-List of cooperation agreements 2018-2022).
162. The administrative staff is at student's disposal for any academic or administrative inquiry. The main person a student must address to is the department coordinator, who informs students for everything related to their academic obligations, sends important notifications regarding deadlines, or general guidelines based on EUT regulation, to support their progress (025-On the Academic Secretariat, section E.I.6). The Secretariat staff keep and update students' records and provides various official documents, on student demand (025-On the



Academic Secretariat, section E.I.5, E.I.8). Lately, the university has developed and introduced a system that aims to improve the quality, transparency and efficiency of student services. Student requests are now submitted online, and also the communication between the respective offices is carried out through the system. Students are provided with the information about the service, and the time it takes to be completed by the administration. They can track online the status of their request at any time and are notified about the final response, or to collect the document they requested (249-Online Service Platform; 266-E services promotional poster). It is expected that such a system will improve student satisfaction, since focus group sessions have continuously exposed student complaints as regards the time they had to spend to go from one office to another, to receive an answer or solution.

163. The institution provides additional help and advice for students who have difficulty in successfully fulfilling the various academic obligations of specific courses or the programme of study. The staff of the Student Support Office, as well as academic advisers and each department try to identify such cases and contact students to inform them about their possibilities and the support provided by the university to help them overcome any difficulties they are facing (financial, or academic), to reduce the drop out rate. Based on analyses carried out, EUT notices that the main drop out reasons are of financial or academic nature, or both (students do not continue their studies because they are temporarily unable to pay the tuition fee, or because they did not meet the academic requirements and must repeat the academic year, which again entails an additional financial fee). In cases of financial difficulties, the vice Administrator tries to arrange a new payment schedule, that meets the needs of the student.
164. EUT encourages students to give their best and supports excellent students with full or partial scholarships. Also, the institution supports with financial aid a limited number of students, who are excellent and belong to disadvantaged social groups. (023-On scholarship award policies).
165. The institution supports students with disabilities through scholarships and assistance during their studies. Special needs or requests of students with disabilities are regularly transmitted to the meeting of the Student Council, or to the Rector for further action (250-Regulation for Students with Disabilities).
166. COVID -19 pandemic set new challenges, which EUT succeeded to address. It managed to start the conduct of online classes promptly and provide the necessary training for academic staff members and students. Teams was the platform used not only to deliver online classes, but also to hold Rectorate and department meetings. During the three semesters students attended classes online, they could not benefit much from the variety of student support services and activities. However, from this academic year 2021-2022, things are gradually turning to normality.
167. EUT provides a very dynamic environment, where students in addition to teaching activities, can participate in several extracurricular activities such as, EUT Forums (233-High School-University Forum activity video), Student Clubs, international conferences, projects,



International Week, Job Fair, Open Days, open lectures, book promotion activities, etc. These activities aim to enrich student life, help students improve social skills and expand their networks, which is beneficial for finding career opportunities after graduation. Extracurricular activities can also equip students with very important skills, such as leadership skills, teamwork, communication skills and time management.

168. The Internal Quality Assurance Commission conducts periodic focus groups with students to evaluate student satisfaction with different aspects of student life, quality of teaching and learning resources, about the infrastructure and implementation of various policies of the institution. The purpose is to check whether students are aware of support activities, make use of them and find them useful. Students are invited to suggest what they want to improve and how.
169. EUT is committed to ensure adequate and readily accessible learning resources and student support. This commitment is manifested in the university's documents and the establishment of the Office for Career Advising and Students Support Office. Scholarships for excellent students, students from disadvantaged backgrounds are another strong point of the university. Partnerships with institutions and business activities and extracurricular activities provide a very good support and bases for the development of the student. IT office has managed to keep the communication between lecturers and students in platforms such as LMS and during COVID-19 in TEMS which demonstrates the resilience of the university to adapt to new and challenging situations. Library is one of the very first offices established since the establishment of the university. Over the years it has enriched its resources and students could access a very good and helpful collection, in hand and online. Even though efforts are made to offer access to online libraries, still this area needs improvement. Students should be able to access online libraries at home and not only in the premises of the library. Moreover, the availability of online resources should be broadened and encompass Sage Publishing and/or JSTORE. EUT will continue its good work in this sector and will try to improve on its weakness.

1.7 INFORMATION MANAGEMENT

Standard: Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

170. Being aware of their importance for the effective management of the institution and its activities, EUT is interested in collecting, analysing and using data related to students, prospective students, quality of teaching and research activities.
171. The EUT Information Management System (UMS) is the main system that is used to manage data related to student admissions, personal data of students, students' status, and academic records during their studies until graduation. The system is used to collect and analyse statistical data, required by the Ministry of Education and Sport, EUT governing bodies, and leading authorities. (054-UMS Students web portal User Guide, 055-UMS Staff User's



Manual). Data entry in the system is done by the staff working at Student Registration Office and the Academic Secretariat. The staff is trained and there are manuals on how to use the system. IT office is responsible for generating various reports, that are afterwards processed in statistical data, as required externally and internally. As regards new student admissions, the data are organised by program of study, type of admission (normal, transferred, second degree) and number of scholarships awarded for each study programme by type of scholarship. In addition, the number of students is presented by age, gender, municipality they come from, and nationality (251-Student Statistical Data).

172. Student progression is followed regularly. Special attention is paid to students who do not register in classes to take measures to lower the dropout rate. The Student Support Office and Departments try to contact these students before the start of the new academic year to learn the reasons they did not show up. For each programme of study, the necessary data is processed regarding students passing rate, graduation rate, number of active students, dropouts, deregistered students, excellent students, etc.
173. The statistical data are analysed by the administration. The data are shared with academic governing bodies and decisions are taken to address the issues that might come up, or actions to be taken. The review team noticed that analyses are carried out mostly at top management level and follow up activities are executed by relevant administrative offices that act on institutional level. We recommend that a combination with a bottom-up approach would be more effective, to involve departments in the data analysis, and problem solving, making them more accountable for the progress of students.
174. The second main system related to teaching activity is Learning Management System (LMS). The main purpose of this system is to assist academic staff members and students in effectively managing class materials and activities for each course. The lecturers must upload in the system the course syllabus, reading materials, as well as course assignments. They can communicate with their students as well as send notifications. During COVID 19 pandemic the system was also used to conduct online assignments and examinations. The IT Office monitors the usage of the system by each member of the academic staff and submits periodic reports. The reports highlight whether there are lecturers who do not extensively use LMS to deliver their course syllabus and teaching materials to students, course assignments, as well as other features of the system that facilitate lecturer-student communication. (048-LMS Report Statistics and Features 2017). These reports are sent to the Rectorate, and further action is taken when needed.
175. EUT does not have a system for document management. Instead, there is a shared folder, named EUT Documents where every staff member has read only access, to view main documents that regulate the activity of the institution, such as (statute, regulation, other regulatory acts, decisions of the Academic Senate, main documents related to the activity of each department , programmes of study, courses syllabi for each academic year, list of academic and administrative staff employed, review reports for programmes of study and the institution, etc. The review team found that sometimes the information provided by relevant EUT units needed to be better organised or updated.



176. EUT collects periodically information for academic staff performance. Academic staff members fill in a template regarding their annual academic workload, and another one for their research activities. Every two years they fill in the self-evaluation form for the follow up process. Process trail documents are as follows:
- (158-Notification for Self Evaluation submission)
 - (159-Academic Staff Performance Self-Evaluation Form)
 - (160-Academic Staff Performance Self-Evaluation Example)
 - (161-Administrative Order no 4 dt 08-02-2022 Follow up commission)
 - (162-Meetings Agenda Follow UP)
 - (163-Notification sent to staff members for interview session)
 - (164-Main Conclusions on the Follow Up Process; 185-List of papers published in JCR and Scopus 2017-2022; 186-List of Published Books, Book's Chapters and Monographs).
177. The Human Resources Office gathers the information regarding academic workload of academic staff and prepares a report that goes to the Rector, vice Rector, and the Administrator of the university. The data in the report is analysed and in separate meetings with each head of department and dean of faculty a thorough analysis is carried out regarding the reasons why some members of staff did not meet the required amount of workload, and necessary measures that need to be taken in the next academic year.
178. As regards the annual report regarding research activities carried out by each academic staff member, the department integrates the individual reports in one report at department level. The review team found that not much is done at department or faculty level to analyse the data and the individual performance of each staff member. Staff performance in terms of research activity is analysed during follow up process, by the Academic Staff Performance Evaluation Commission, and short-term objectives are set if necessary.
179. EUT collect student satisfaction through online questionnaires, focus groups, prior graduation evaluation form and after graduation evaluation form.
180. Online term questionnaires where students are requested to evaluate how satisfied they were with each course they attended, as well as evaluate the performance of each lecturer/professor. The collected data is provided by the IT Office, it is processed in individual evaluation forms for each member of academic staff, and afterwards all individual reports are sent to the Rector and Administrator of the university. At the end of the semester, after final exam evaluation is over, the reports are analysed at department level, and each member of academic staff gets a copy of his own evaluation. It is head of departments who, in constructive discussion with each member of their department, must set required actions to be taken by individual members of academic staff, if necessary (096-Evaluation from students online survey example; 097-Student evaluation form for lecturer and course).
181. Semi-structured interviews with focus groups of students, grouped by programme of study and cycle of study, which are conducted at least once a year. Focus groups are carried out by



the Internal Quality Assurance Commission. The aim is to gather a more extensive information regarding student experience, related not only to their learning experience in the programme of study, but also to student life activities and services, support from administrative units, etc. IQAC provides a detailed report listing the key issues that arose from focus groups. The report is sent to main leading authorities, who decide on necessary follow up actions. (059-Methodology for Focus Group Interviews IQAC; 173-Distribution of Focus Group final Report to the leading authorities; 174-Distribution of Focus group report to the relevant academic unit).

182. Prior graduation evaluation form. Mainly conducted with third year students in Bachelor programmes of study, to collect information on overall student satisfaction with EUT, programme of study, and whether they would recommend EUT to their friends or relatives and if they plan to follow graduate level studies at EUT. The data is analysed by Student Support Office and the main leading authorities at EUT (President, Rector, Vice Rector, Deans of Faculties, PR and Marketing Director) in order to decide necessary actions to be taken to address student suggestions for improvements, as well as shape the information campaign for prospective students. (252-EUT Loyalty questionnaire and results).
183. After graduation form is used to collect information on career paths of graduated students. Students are invited to fill in a google form, showing whether they are employed, and provide information on their current position, and whether it is related to their academic qualification, as well as how long it took to find a job. In case they are still looking for a job, they are asked to provide information on the reason they have not been able to find one. In last, they provide a final evaluation of their experience in EUT (086-Graduate Career path tracking questionnaire; 087- Alumni Report 2019-2021).
184. Student satisfaction is one of the main indicators EUT is invested to measure continuously, to get a clear picture on what is going well and what not. The best promotion of the institution is done by its students. The data show that the main reason a student decides to choose EUT for oneself is because of recommendations from friends or relatives who study or graduated in EUT. Therefore, it is vital for the institution to listen to its students, their needs, and suggestions for improvement regarding teaching and research activities, learning resources, the support they receive by the Department and the other offices, such as the Academic Secretariat, Students Support Office, Career Advising Office, Student Registration Office, Library, etc. (059-Methodology for Focus Group Interviews IQAC).
185. The institution provides appropriate facilities and infrastructure for academic and scientific activity. EUT uses all its infrastructure and other logistic facilities to assist the work and research activity of the academic staff and students. All academic staff offices are equipped with PC, internet, air conditioning and everything that is necessary to carry out their duties. The auditoriums are also equipped with a PC and projector to support the teaching process. The Finance Office, and the IT Office have detailed inventory of all infrastructure and logistic items.
186. Finally, we may conclude that the university has made serious efforts to ensure the collection, analysing and use of all relevant information for the effective management of study programs



and activities. Strong points to be mentioned are the UMS, LMS, reports for academic staff performance evaluation in terms of workload and scientific research, students' questionnaires and focus groups to understand the level of satisfaction with academic staff and university in general. However, weaknesses are identified as well such as the lack of a system for document management (even though staff has access to all documents of the university in the EUT Documents folder) which needs to be addressed in the coming period. Furthermore, a better analysing of the scientific research conducted at departmental level should take place. The University is committed to keep up the good work and improve on its weaknesses in this sector.

1.8 PUBLIC INFORMATION

Standard: Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

187. The public information policy of the European University of Tirana is open to the public and aims to be effective by employing a diverse range of channels in its communication with the students, university's stakeholders and public at large. The University aims to publish clear, accurate, transparent, objective and up-to date information about its activities.
188. The regulatory acts provide that in the framework of information and awareness it is mandatory to inform and publish enrolment opportunities in EUT through (019-On student admission policy):
 - Organizing informative, explanatory and instructive meetings with high school pupils of Tirana and other cities of the country and the region and with groups of students who show interest in continuing second cycle studies.
 - Organizing seminars, conferences, round tables, introductory lectures and other activities of an educational-informative-entertaining nature with high schools' students of Tirana, other cities of the country and the region in the premises of EUT (*EUT Open Days*) (269-Open Day Innovation 2019 poster and agenda; 270-Open Day Business 2019 poster and agenda).
 - Semi-formal meetings and conversations in institutions and organizations where there is indication of interest from their staff in attending second and third cycle programs;
 - Preparing informative, explanatory, instructive materials such as leaflets, posters, brochures, etc., and visual ones such as: TV spots, promotional messages, etc. (225-TV and Social Media Ads 2017-2022; 227-Information and Promotional Spots; 228-Students Testimonials; 230-Students Scholarship and Excellence Award Promotion Activities).
 - Orientation and advising of prospective students during "Registration Weeks"(231-Orientation week activity video links).
189. Once students are registered, the Registry completes electronically and updates the personal data of students enrolled in the University Information Management System (UMIS), as well as financial data of the individual student's contract in the ERP system (OpenBravo) (025-On the Academic Secretariat, Section E.I.7.4.). All students have access to UMIS which



allows them to have information on their progress in school: exams taken and marks received.

190. EUT online introduction and promotion policies are established in a regulatory act. (029-EUT Online presentation and promotion policies, Section E.V.2.). The administration of EUT's official web page stipulates who are the persons in charge of the webpage. Due to the complex and wide variety of the it provides, the content of the webpage is approved by the Director of Communication and Public Relations, based on the information provided by main offices of the university:
- Human Resources office for the academic staff.
 - Curricula office for the study programs.
 - Communication and Public Relations for different academic or extracurricular activities.
 - Career Advising and Students Support Office for the marketing of the academic products, other EUT services, and other issues regarding student life.
 - Office for Projects and Internationalization (formerly known as Office for Projects and Partnerships) for international projects and collaborations and activities in this regard.
 - The leading authority for scientific research about scientific research activity.
 - EUT press for its own publications.
191. In addition to the official website, Social Networks (Facebook, Twitter) are also platforms the university uses to disseminate information for the activities it organizes (029-EUT Online presentation and promotion policies, Section E.V.3).
192. The channels of information communication to the public are EUT website, study guide, EUT Tour and various events.
193. **EUT Website** (253-EUT Official Webpage), is organized as follows:
- Study at EUT
 - Professional Diploma
 - Bachelor
 - Professional Master
 - Master of Science
 - Master of Arts
 - Doctorate
 - For Parents
 - Academic Staff
 - Speech of the President
 - EUT Rector
 - Vice Rectors
 - EUT Administrator
 - Dean
 - Head of Departments
 - Organisational structure
 - News
 - Scientific Research



- Strategy
 - Major Research Program
 - Scientific Journals
 - Conferences
 - Projects and Partners
 - International Projects: Completed and Ongoing
 - Alumni
 - About UET
 - Facts and Figures
 - Statute
 - Mission and Vision
 - Employment opportunities and internship
194. Students and prospective students, and the public in general, have access to the information regarding programmes of study, admission criteria and procedures, intended learning outcomes, the academic staff involved in teaching, international and national projects, research activities, learning services and support at EUT, academic and extracurricular activities organised in EUT, etc. Two process trail documents are listed below regarding EVIVA project and the organisation of the School of Humanities 2022:
- (165-EVIVA Call for applications)
 - (166-EVIVA Pre-departure Training)
 - (167-Visit to Pristina Kosovo).
 - (267-School of Humanities 2022 Call for applications)
 - (268-Public information on School of Humanities 2022)
195. **Study Guide:** Every year, the university publishes the Students Guide (063-Students Guide 2022-2023) which offers information on the history of the university, facts and figures of alumni, study programs, Board of Trustees of EUT, opportunities to study abroad, scholarships and information for finance related matters.
196. **EUT Tour in Secondary Schools:** the university organizes info sessions in secondary schools all over Albania. The aim of the info-tours is to make known the university to the students of secondary schools, to introduce them the programmes of study it offers, what choices they could make for their university studies, scholarships that university offers and the opportunities they will have if decide to attend EUT.
197. **Events:** The EUT has adopted a strategy which aims at being in contact with the students and prospective students through the organization of various events, such as:
- Erasmus + info days: aimed at informing about the benefits of the Erasmus+ projects, where students, academic and non-academic staff visit partner universities in Europe to exchange experience. The event aims to increase the student's knowledge about the partner universities and the benefits they could get when attending these programs (226-Erasmus Days activities links; 234-Erasmus International Days poster; 241-EUT Info Day - PoSIG).



- Open Weeks: are events which serve to introduce the university, its study programmes and the activities it organizes, to students, prospective students, partners and other stakeholders (269-Open Day Innovation 2019 poster and agenda; 270-Open Day Business 2019 poster and agenda).
- Job Fairs: are events organized at the premises of the university. The university serve as an intermediary to connect students with the business community so that they find the opportunity to do an internship or get hired in one of the companies present in the job fair (229-Job Fair activities; 242-Work and Study Fair poster).
- Orientation Week is an event which takes place at the beginning of the academic year. The students get to know the program, academic staff, rules and regulations and opportunities in the university (231-Orientation week activity video links; 239-Orientation Week October 2017-2018).
- Communication of the scientific research: The Humanities Annuals, Dardha Liberal Meetings, Winter School of Innovation, Public Health Forum, and Spring School of Leadership - are some of the most important activities through which the university reintroduce philosophy into the public discourse, recreate a space for literature in universities, and enable the spread of liberal thought in Albania where statism and centralism are often the default reactions towards economic and political challenges. They are organized with final year pupils of the secondary schools. They last for three days and are organised in lectures and interactive discussions between the participants and the EUT and guest lecturers. The schools are organized by each Faculty of the university, in specific periods during the academic year (254-Summary of EUT activities 2017-2022; 232-Summer School Promotional Spot; 237-Humanities School poster; 238-Leadership School Dhermi posters; 240-Philosophy Annuals 2017).

198. In summary, the University aims and is committed to publish clear, accurate, transparent, objective and up-to date information about its activities. It has clear guidelines which regulate the information flow, the role of Director of Communication and Public Relations, the management of the website and social networks. The University has established its channels of communication to the public and this has proved successful. However, the work could be improved if the University designs a strategy for its communication and marketing and brand management. To conclude, it could be said that the European University of Tirana follows an information policy that is open to public and aims to be effective by employing a diverse range of channels in its communication with the students, university's stakeholders and public at large.

1.9 ON-GOING MONITORING AND PERIODIC REVIEW OF PROGRAMMES

Standard: Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

199. The University is continuously engaged in the improvement of programmes of study, through certain mechanisms functioning at the institutional level, main unit/Faculty, and basic



unit/Department level, based on the regulatory acts in EUT and in compliance with the legal provisions and the MoES guidelines.

200. The improvement of programmes of study is carried out periodically with the aim of increasing the institutional academic performance. The process is performed through periodic amendments of curricula, based on department's proposal (032-Curricula Office document, Section 4.1_4.2), periodic amendments of course syllabi, which are approved by the Head of the Department and Head of Section at the beginning of the academic year (037-Department organisation document, Section F.V.5.2.a).
201. Importantly, the quality of the programmes of study and their suitability for the labour market is accessed by the statistics on the employability of graduates, prepared by the Alumni Office, as well as periodic advising with the Labour Market Board, attached to each department. (251-Student Statistical Data, 104-Minutes of department meeting with LMB, 084-GRADUA Final Report EUT Graduates Profile Survey).
202. Regarding the quality control and academic performance improvement, EUT applies several mechanisms for evaluation such as: the online student assessment of the quality of teaching and effectiveness of study program; conduction of focus groups (small group discussion with students); evaluation of the research paper publications and other academic engagement of academic staff in the scientific research.
203. The organization of online student evaluation questionnaire is carried out and monitored by the IT Office, which generates the statics regarding evaluation results and response rate. The process takes place twice a year, each semester before the end of the semester. Students are notified by email and on LMS. The questionnaire consists of two sections: the assessment for each lecturer from that semester; evaluation for each course they attended (096-Evaluation from students' online survey example).
204. The completion of questionnaire by students is anonymous to ensure that students feel free to express their views and state their honest opinion. It is also voluntary, which is one of the reasons for the low response rate. Despite its efforts, the institution has not managed to increase the response rate at a satisfactory level to ensure the validity of estimates and analysis. Therefore, other complementary tools are used, such as focus groups, department open meetings, and the monthly meeting the Rector holds with the Students' Council. For the semesters when teaching was carried out online, due to the COVID-19 pandemic situation, students' participation reached higher levels. (265-Statistics Online Students Survey).
205. The IQAU is responsible for analysing the data gathered and compiling the final Report which is handed out to the leading authorities of the University and afterwards to the relevant academic units: Faculties and Departments.
206. The information collected from the students' assessment of the courses reflects their involvement in the review of programmes of study, since they provide their expectations from the courses, as well as suggestions for improvement.



207. Focus groups discussions take place once a year, usually in January/February, prior to the final exams season for the first semester (168-Action Plan – IQAC). The process aims to collect students' opinion regarding the level at which quality standards are met and to measure student satisfaction regarding the quality of academic services, infrastructure, and programmes of study and their fitness for purpose, and identify possible recommendations for quality enhancement. Focus groups are carried out by IQAC based on the approved methodology for this process (059-Methodology for Focus Group Interviews IQAC). A disproportional stratified random sampling approach is undertaken to select the sample of students based in GPA. This involves stratification across the range of GPA, 7 to 8; 8.1 to 9, 9.1 to 10. It is expected that good students provide more valuable, well-grounded, and helpful feedback and suggestions compared to the general student population.
208. IQAC prepares separate reports for each Department/Faculty and a final summary report. Afterwards the reports are handed over to the leading authorities and are discussed in staff meetings with each academic or administrative unit. Process trail documents are as follows:
- (168-Action Plan – IQAC)
 - (169-Focus Groups Calendar)
 - (170-Email notification on focus groups)
 - (171-Focus Group Question Bank-Section II of Annex IV)
 - (172-Focus group minutes Faculty of LPSIR)
 - (173-Distribution of Focus Group final Report to the leading authorities)
 - (174-Distribution of Focus group report to the relevant academic unit)
209. Students' opinion and their contribution in reviewing the programmes of study is collected also at the Department's level, during the organisation of open meetings with students. (037-Department organisation document, Section F.V.2.3; 105-Minutes of Meeting with Students - Dep Law).
210. One of the main activities, carried out by the department to ensure the quality of the programmes of study, is the evaluation of course syllabi before the beginning of each semester. The Head of Section fills in the evaluation form, highlighting the relevant findings. Based on this evaluation, the course lecturer has to review the syllabus and resubmit it for final approval. After it is approved by the Head of the Department and Head of Section, the course syllabus is made available to students on the LMS platform.
211. In addition to the internal evaluation, the department collects the opinion and recommendations of the Labour Market Board (LMB), regarding necessary updates and upgrades of programmes of study to better comply with labour market demands (104-Minutes of department meeting with LMB). Each department has its LMB that consists of distinguished experts, managers, administrators of private enterprises or public institutions, in the fields of study covered by the department. One of the selection criteria is that LBM members should be former EUT students (EUT Alumni), given that their commitment in supporting the university where they graduated is much higher compared to other candidates (107-Labour Market Board Meeting evidences).



212. Departments periodically prepare a Strategic Plan for the development of each study programme (271-Strategic Plan for the Development of SP BSc. Nursing; 272-Strategic Plan for the Development of SP PD Management; 273-Strategic Plan for the Development of SP MSc Imaging and Radiotherapy) and a department action plans to follow their implementation (274-Action Plan Department of Finance). Also, each department prepares a periodic report to assess the extent to which the learning objectives and outcomes of the study programme are achieved.
213. The external review and accreditation of programmes of study is the most important legal provision to ensure the quality enhancement of programmes of study. The review is carried out by the external reviewers, appointed by HEQAA (ASCAL), who are experienced individuals in the field of the programme of study. Based on their review report and recommendations for quality enhancement, the Accreditation Board takes a final decision. The recommendations that are included in the AB accreditation decision are mandatory.
214. In accordance with the Albanian legislation on Higher Education, if changes in the curriculum of a programme of study does not exceed 20%, HEIs notify the MoES about the decision of their Academic Senate, six months before the beginning of the new academic year. The revised programme of study is implemented starting from the next academic year. If changes in the curriculum of the programme of study comprise more than 20% of programme's credits, HEI's must request the reorganisation of the programme of study and obtain the approval of the Ministry of Education and Sports. The up-to-date curriculum of each programme of study is published on the university webpage (275-University Study Programmes Webpage).
215. In summary, it could be said that EUT is committed to the improvement of the study programs. It employs established mechanisms where academic staff, students and experts from Labour Market Boards are brought into the process of study programme review aimed at achieving the objective of having programs that respond to the needs of students and society. The diversification of study programs over the last years is an indicator of the enormous work done to adapt them with students interests and needs of society and job market.

1.10 CYCLICAL EXTERNAL QUALITY ASSURANCE

Standard: Institutions should undergo external quality assurance in line with ESG on a cyclical basis.

216. EUT is subject to external cyclical review, conducted by government bodies such as the Ministry of Education and Sport, regarding the university infrastructure towards students enrolled and student enrolment quotas for each academic year (276-MoES Verification Report).
217. The MoES is also responsible for the evaluation of the study programmes prior to their licensing or reorganisation. The review is conducted by ad hoc groups within the MoES,



which consist of experienced reviewers in the respective field of study. In cases when recommendations are set out in the review report, Departments have to report on steps taken to address them after the programme is opened (277-MoES official letter on recommendations, p. 2; 278-Department actions to address the external reviewers recommendations).

218. EUT is subjected to cyclical external reviews of institutional and study programmes, for all study cycles: study programmes of professional nature (vocational programmes), bachelor, master and doctoral programmes. At first, study programmes are accredited prior to issuing of first diplomas for graduate students and afterwards on cyclical bases (061-Law No 80 2015 On Higher Education, Article 104 and 106). Currently, EUT is undergoing the first-time accreditation process for 17 study programmes and periodic accreditation process for 7 study programmes (106-List of active study programmes). The Albanian Higher Education Quality Assurance Agency (HEQAA) is responsible body for conducting the evaluation process for the accreditation of higher education institutions and the study programmes they offer, as well as the ongoing monitoring of their quality (061-Law No 80 2015 On Higher Education, Article 14).
219. HEIs apply for both institutional and study programme accreditation, in accordance with the HEQAA's Manual for Evaluation Procedures. HEIs may apply to conduct the institutional or study programme external review from one of the ENQA member agencies. (061-Law No 80 2015 On Higher Education, Article 15, point 3).
220. An external review process for accreditation purposes consists of the following steps:
- (175-Application for accreditation of study program)
 - (176-Order on composition of Internal Review team)
 - (177-Confirmation of application by HEQAA)
 - (178-Submission of Self Evaluation Report and Documents)
 - (179-Information about site visit)
 - (180-Submission of additional documents)
 - (181-Draft-Report of External Evaluation)
 - (182-Comments on the draft-Report)
 - (183-Final Report of External Evaluation)
 - (184-Comments on the final Report).
 - (Not available yet – Decision of Accreditation Board).
221. Another cyclical monitoring mechanism is the National Student Survey, carried out by the Albanian HEQAA. (061-Law No 80 2015 On Higher Education, Article 104, Point 5). The first NSS was conducted in 2019 (279-National Student Survey Webpage). At the end of the process, an analytical report with the results of the questionnaires for each HEI is compiled, together with the respective analyses as well as comparative analysis for different indicators of public interest or policymaking. This report must be made public and available to HEIs, the Accreditation Board and the MoES in decision-making and policymaking. However, we have not received any information about the NSS results, nor are they published on HEQAA website (279-National Student Survey Webpage). Therefore, the role of this mechanism in helping HEIs in enhancing their internal quality and improve aspects of their functioning is



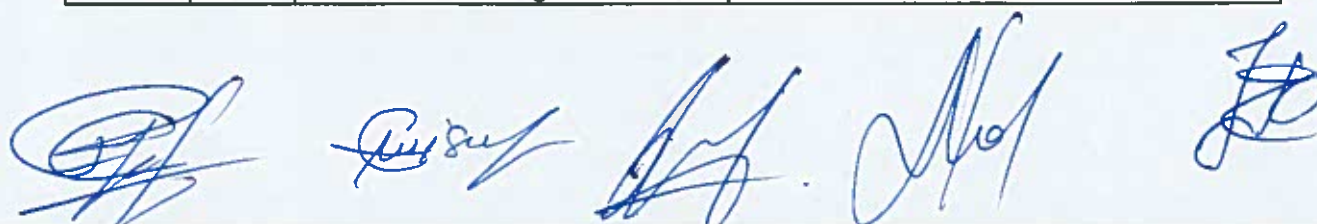
inexistent. Neither does it serve current or prospective students, to provide them with relevant information on the quality of HEIs they are studying or plan to study. At the moment, the HEQAA is conducting NSS 2022 (280-HEQAA Official Letter on NSS; 279-National Student Survey Webpage).

222. The correct application of admission criteria is monitored by the Educational Services Centre (ESC), which is a public institution, subordinate to the MoES, whose mission is to provide services in the field of higher education, and to ensure public access to higher education data. At the beginning of the academic year, the Student Registration Office prepares and sends to ESC the list of registered students in first, second and third cycle of studies programmes. ESC provides any student enrolled in HEIs with a unique matriculation number, when all legal admission criteria are fulfilled (061-Law No 80/2015 On Higher Education, art. 10.c).
223. EUT undergoes audit reviews every year, which are concluded with an annual report. The reports contain transparency regarding the accounting of income and expenses, as well as the categorization in the respective accounts, utilization and efficiency of income for the functioning and increase of the quality of teaching, research and services for students (281-Audit Reports 2018-2020).
224. A report is drafted every year regarding financial transparency. For the financial statements of each year the independent statutory auditor gives one's opinion regarding the financial position, performance and compliance with the required accounting standards. The financial statements present fairly the financial position of the company as of 31 December, as well as the result of its operations and cash flows for that respective calendar year, in accordance with National Accounting Standards (282-Financial Statements 2018; 283-Financial Statements 2019; 284-Financial Statements 2020). Financial data demonstrates the institution's ability to guarantee financial sustainability as well as its capacity to generate future revenue.
225. In 2017, the company Value the Person was invited by EUT to undertake an organization development assignment, aiming to assist the university to significantly enhance the overall management and profitability, as well as to provide an organizational platform for successfully achieving the expansion objectives for 2017-2020. The programme consisted in three stages: information gathering, production of recommendations and implementation of recommendations. The recommendations provided were very helpful in revising the management structure and some of the internal procedures and practices. (285-Value the Person Organisation Development Assignment Programme; 286-Value the Person Training Materials).
226. In conclusion of what is written above, the University undergoes external quality assurance in line with ESG on cyclical basis. Reports produced during the cyclical accreditation process, and reports submitted annually to Ministry of Education and Sport provides valid information for all university related matters, information that is valuable internally to the university and externally to the MoES and stakeholders. The university has been committed to this process and has invested enormous efforts to finalize the accreditation of all its study programs.



Appendix 1 - The self-evaluation documents evidence database

| European Standard referenced | SED reference | Evidence (brief description) |
|------------------------------|---------------|---|
| 0 | 001 | Self Evaluation Document |
| 1 | 002 | EUT Statute |
| 1 | 003 | EUT Regulation |
| 1 | 004 | Strategic Plan 2015-2020 |
| 1 | 005 | Strategic Plan 2021-2025 |
| 5 | 006 | EUT Research Strategy 2017-2020 |
| 5 | 007 | EUT Research Strategy 2021-2025 |
| 1 | 008 | The Code of Academic Integrity |
| 1 | 009 | The Code of Ethics |
| 2 | 010 | Course syllabus and literature document |
| 3 | 011 | Student assessment system document |
| 4 | 012 | Tutoring and Academic Advising document |
| 4 | 013 | On Internships document |
| 4 | 014 | Diploma Thesis and Dissertations document |
| 5 | 015 | Scientific research policies |
| 5 | 016 | Policies of scientific publication |
| 5 | 017 | Board for Financing Research Activities document |
| 5 | 018 | Office for Projects and Partnerships document |
| 4 | 019 | On student admission policy |
| 4 | 020 | On students transfer and mobility |
| 4 | 021 | Student Involvement in the governance |
| 4 | 022 | On the promotion of student excellent performance |
| 4 | 023 | On scholarship award policies |
| 4 | 024 | On the handling of exceptional cases |
| 6 | 025 | On the Academic Secretariat |
| 6 | 026 | On the Office of Protocol and Archive |
| 7 | 027 | On personal data protection |
| 6 | 028 | Library Administration document |
| 8 | 029 | EUT Online presentation and promotion policies |
| 7 | 030 | Information systems |
| 4 | 031 | Career Advising and Student Support Office document |
| 2 | 032 | Curricula Office document |
| 1 | 033 | Academic Senate document |
| 1 | 034 | Rectorate document |
| 5 | 035 | Commission for awarding the Doctor Scientific Degree document |
| 1 | 036 | Decanate organisation document |
| 1 | 037 | Department organisation document |
| 1 | 038 | Council of Ethics document |
| 1 | 039 | Internal Quality Assurance document |
| 5 | 040 | Recruitment policies and procedures |
| 3 | 041 | Distribution of teaching workload document |
| 5 | 042 | Staff Excellence document |
| 5 | 043 | Leave Requests management document |
| 1 | 044 | Organizational Structure |
| 1 | 045 | Internal Quality Assurance Manual |
| 1 | 046 | Internal Quality Assurance Strategy 2017-2022 |
| 7 | 047 | Information Management System LMS Strategy |
| 7 | 048 | LMS Report Statistics and Features 2017 |
| 7 | 049 | Teams Quick Start Guide |
| 7 | 050 | Teams Guide -attending a class from cell phone |



| European Standard referenced | SED reference | Evidence (brief description) |
|------------------------------|---------------|---|
| 7 | 051 | Teams QuickStartGuide Students |
| 7 | 052 | TeamsforEducation QuickGuide |
| 7 | 053 | LMS Student Guide 2017 |
| 7 | 054 | UMS Students web portal User Guide |
| 7 | 055 | UMS Staff Users Manual |
| 7 | 056 | Report on Online Teaching process |
| 7 | 057 | Employment data collection and Alumni strategy |
| 7 | 058 | Administrative Order on the use of LMS platform |
| 1 | 059 | Methodology for Focus Group Interviews IQAC |
| 4 | 060 | Regulation on student exchanges |
| 0 | 061 | Law No 80 2015 On Higher Education |
| 5 | 062 | Employment Contract Template-Academic Staff |
| 4 | 063 | Students Guide 2022-2023 |
| 1 | 064 | PoSIG Handbook Quality Management |
| 3 | 065 | EuroPS Teaching Handbook |
| 1 | 066 | Official letter to HEQAA no 92-1 dt 21-06-2017 |
| 4 | 067 | Service contract EUT and student |
| 4 | 068 | Student Satisfaction of Services Diploma thesis results |
| 5 | 069 | DCM No 808 dt 11-12-2019 on doctor degree and academic titles |
| 4 | 070 | DCM 436 dt 3-6-2020 definition of GPA criterion |
| 0 | 071 | Final report on Higher Education Reform Albania |
| 10 | 072 | Order of Minister Opening of Faculty of EIA |
| 10 | 073 | Order of Minister Opening of Faculty of TMS |
| 10 | 074 | Order of Minister reorganisation of Faculty of EBD |
| 10 | 075 | Order of Minister reorganisation of Faculty of HELA |
| 10 | 076 | Order of Minister reorganisation of Faculty of LPSIR |
| 1 | 077 | DAS No 27 dt 16-12-2021 Composition of IQAC |
| 1 | 078 | DAS No 1 dt 24-01-2018 Composition of IQAC |
| 1 | 079 | DAS No 14 dt 17-12-2020 Composition of IQAC |
| 10 | 080 | Decision of AB No 12 dt 07-04-2017 |
| 10 | 081 | Decision of AB No 46 dt 05-07-2019 |
| 10 | 082 | Final Evaluation Report QAA - ASCAL |
| 8 | 083 | GRADUA project webpage and access link |
| 4 | 084 | GRADUA Final Report EUT Graduates Profile Survey |
| 5 | 085 | Activity Report Centre for Sustainable Development |
| 4 | 086 | Graduate Career path tracking questionnaire |
| 4 | 087 | Alumni Report 2019-2021 |
| 4 | 088 | Data on International Credit Mobilities students 2017-2021 |
| 5 | 089 | Data on International Credit Mobilities staff 2017-2021 |
| 1 | 090 | TEMPUS Project ENCHASE fact sheet |
| 5 | 091 | Template for research activity reporting |
| 1 | 092 | Project Fiche QAinAL |
| 1 | 093 | EUT projects 2017-2022 |
| 5 | 094 | Staff involved in EUT projects |
| 1 | 095 | Evaluation from leading authority example |
| 1 | 096 | Evaluation from students online survey example |
| 1 | 097 | Student evaluation form for lecturer and course |
| 2 | 098 | Syllabus example |
| 2 | 099 | Teaching plan example |
| 2 | 100 | Study programme curricula example |
| 2 | 101 | Diploma Model |



| European Standard referenced | SED reference | Evidence (brief description) |
|------------------------------|---------------|---|
| 2 | 102 | Diploma Supplement example |
| 10 | 103 | Report of the Institutional Review of EUT – ASCAL QAA |
| 9 | 104 | Minutes of department meeting with LMB |
| 1 | 105 | Minutes of Meeting with Students - Dep Law |
| 2 | 106 | List of active study programmes |
| 2 | 107 | Labour Market Board Meeting evidences |
| 1 | 108 | Quality Assurance - Communication of tasks PROCESS TRAIL |
| 1 | 109 | Methodology for Monitoring and Controlling Final Exams PROCESS TRAIL |
| 1 | 110 | Division of work PROCESS TRAIL |
| 1 | 111 | Exams Report Monitoring Template PROCESS TRAIL |
| 1 | 112 | Exams Monitoring Report PROCESS TRAIL |
| 1 | 113 | Report - Monitoring of Final Exams PROCESS TRAIL |
| 2 | 114 | Syllabus Template PROCESS TRAIL |
| 1 | 115 | Report on the Compatibility of Syllabus PROCESS TRAIL |
| 1 | 116 | Situation of Syllabus 2018 -19 EBD PROCESS TRAIL |
| 2 | 117 | Department meeting minutes October 21 PROCESS TRAIL |
| 2 | 118 | Proposal from Department PROCESS TRAIL |
| 2 | 119 | Decision of Academic Senate no 22 dt 19-10-21 PROCESS TRAIL |
| 2 | 120 | Decision of Board of Administration no 80 dt 24-11-2021 PROCESS TRAIL |
| 2 | 121 | Department meeting minutes 24.11.2021 PROCESS TRAIL |
| 2 | 122 | Official letter from MoES No 26 dt 17-03-2022 PROCESS TRAIL |
| 3 | 123 | Course grading results PROCESS TRAIL |
| 3 | 124 | Addressing Student Requests Form PROCESS TRAIL |
| 3 | 125 | Decision of ad hoc Commission: PROCESS TRAIL |
| 3 | 126 | Final results after reassessment: PROCESS TRAIL |
| 4 | 127 | Request for Courses Recognition: PROCESS TRAIL |
| 4 | 128 | Student Transcripts: PROCESS TRAIL |
| 4 | 129 | Preliminary Courses Recognition Decision: PROCESS TRAIL |
| 4 | 130 | Student transferring documents: PROCESS TRAIL |
| 4 | 131 | Final Courses Recognition Decision: PROCESS TRAIL |
| 4 | 132 | Student Registration Contract: PROCESS TRAIL |
| 5 | 133 | Dept Report on Academic staff teaching load: PROCESS TRAIL |
| 5 | 134 | Department specification of selection criteria: PROCESS TRAIL |
| 5 | 135 | Call for applications: PROCESS TRAIL |
| 5 | 136 | List of Applicants: PROCESS TRAIL |
| 5 | 137 | Selection of candidates and short list: PROCESS TRAIL |
| 5 | 138 | Order on the recruitment committee: PROCESS TRAIL |
| 5 | 139 | Job interview invitation email: PROCESS TRAIL |
| 5 | 140 | Evaluation Template: PROCESS TRAIL |
| 5 | 141 | Job offer email and confirmation: PROCESS TRAIL |
| 5 | 142 | Decision on the selection of the winning candidates: PROCESS TRAIL |
| 5 | 143 | Notification of required documents to be submitted: PROCESS TRAIL |
| 5 | 144 | Employment contract Signed: PROCESS TRAIL |
| 6 | 145 | Tender Procedures Information: PROCESS TRAIL |
| 6 | 146 | Tender Dossier and invitation: PROCESS TRAIL |
| 6 | 147 | Offer 1: PROCESS TRAIL |
| 6 | 148 | Offer 2: PROCESS TRAIL |
| 6 | 149 | Offer 3: PROCESS TRAIL |
| 6 | 150 | Tender Opening Report: PROCESS TRAIL |
| 6 | 151 | Evaluation Report: PROCESS TRAIL |
| 6 | 152 | Award Decision: PROCESS TRAIL |



| European Standard referenced | SED reference | Evidence (brief description) |
|------------------------------|---------------|--|
| 6 | 153 | Notification letters: PROCESS TRAIL |
| 6 | 154 | Contract signed: PROCESS TRAIL |
| 6 | 155 | VTECH Equipment inventory: PROCESS TRAIL |
| 6 | 156 | 1st Invoice: PROCESS TRAIL |
| 6 | 157 | 2nd invoice: PROCESS TRAIL |
| 7 | 158 | Notification for Self Evaluation submission: PROCESS TRAIL |
| 7 | 159 | Academic Staff Performance Self-Evaluation Form: PROCESS TRAIL |
| 7 | 160 | Academic Staff Performance Self-Evaluation Example: PROCESS TRAIL |
| 5 | 161 | Administrative Order no 4 dt 08-02-2022 Follow up commission: PROCESS TRAIL |
| 5 | 162 | Meetings Agenda Follow UP: PROCESS TRAIL |
| 5 | 163 | Notification sent to staff members for interview session: PROCESS TRAIL |
| 5 | 164 | Main Conclusions on the Follow Up Process: PROCESS TRAIL |
| 8 | 165 | EVIVA Call for applications: PROCESS TRAIL |
| 8 | 166 | EVIVA Pre-departure Training: PROCESS TRAIL |
| 8 | 167 | Visit to Pristina Kosovo: PROCESS TRAIL |
| 1 | 168 | Action Plan – IQAC: PROCESS TRAIL |
| 1 | 169 | Focus Groups Calendar: PROCESS TRAIL |
| 1 | 170 | Email notification on focus groups: PROCESS TRAIL |
| 1 | 171 | Focus Group Question Bank, Section II of Annex IV: PROCESS TRAIL |
| 1 | 172 | Focus group minutes Faculty of LPSIR: PROCESS TRAIL |
| 1 | 173 | Distribution of Focus Group final Report to the leading authorities: PROCESS TRAIL |
| 1 | 174 | Distribution of Focus group report to the relevant academic unit: PROCESS TRAIL |
| 10 | 175 | Application for accreditation of study program: PROCESS TRAIL |
| 10 | 176 | Order on composition of Internal Review team: PROCESS TRAIL |
| 10 | 177 | Confirmation of application by HEQAA: PROCESS TRAIL |
| 10 | 178 | Submission of Self Evaluation Report and Documents: PROCESS TRAIL |
| 10 | 179 | Information about site visit: PROCESS TRAIL |
| 10 | 180 | Submission of additional documents: PROCESS TRAIL |
| 10 | 181 | Draft-Report of External Evaluation: PROCESS TRAIL |
| 10 | 182 | Comments on the draft Report: PROCESS TRAIL |
| 10 | 183 | Final Report of External Evaluation: PROCESS TRAIL |
| 10 | 184 | Comments on the final Report: PROCESS TRAIL |
| 5 | 185 | List of papers published in JCR and Scopus 2017-2022 |
| 5 | 186 | List of Published Books Book Chapters and Monographs |
| 5 | 187 | ASD Call for Papers-2021 |
| 5 | 188 | Conference Programme 2021 |
| 5 | 189 | ASD Proceedings 2021 |
| 5 | 190 | ASD Call for papers 2022 |
| 5 | 191 | ASD Junior Conference Programme 2020 |
| 5 | 192 | ASD Junior awards 2020 |
| 5 | 193 | ASD Junior Conference Programme 2021 |
| 5 | 194 | ASD Junior awards 2021 |
| 5 | 195 | Indicators for the Measurement of Research Performance |
| 5 | 196 | Innovative Albania 2015-2020 |
| 5 | 197 | Market Development Research Program 2021-2025 |
| 8 | 198 | Vacancies publication Webpage |
| 8 | 199 | Student Admission webpage |
| 1 | 200 | Internationalisation Strategy Webpage |
| 0 | 201 | DCM no. 636 dt 20-9-2009 |
| 8 | 202 | Newspaper article webpage |
| 10 | 203 | Accreditation results for each HEI ASCAL-QAA |



| European Standard referenced | SED reference | Evidence (brief description) |
|------------------------------|---------------|---|
| 4 | 204 | Newspaper article on GPA impact webpage |
| 4 | 205 | Official INSTAT data |
| 0 | 206 | Journal Article Reference |
| 10 | 207 | Official letter to HEQAA and MoES Nov 21 |
| 2 | 208 | DAS No 04 dt 26-03-2021 Approval of Research Strategy 2021-2025 |
| 1 | 209 | DAS No 03 dt 26-03-21 Approval of Strategic Plan |
| 5 | 210 | Euraxess declaration endorsement webpage |
| 8 | 211 | DRIVE Project Webpage |
| 8 | 212 | USIA Project Webpage |
| 8 | 213 | EUT Scientific Journals Webpage |
| 5 | 214 | POLIS Scientific Journal Webpage |
| 5 | 215 | Economicus Scientific Journal Webpage |
| 5 | 216 | Medicus Scientific Journal Webpage |
| 5 | 217 | Jus and Justicia Scientific Journal Webpage |
| 5 | 218 | Ingenious Scientific Journal Webpage |
| 5 | 219 | ASD and ASD Junior Conference Webpage |
| 6 | 220 | General Information on EUT infrastructure |
| 10 | 221 | HEQAA-ASCAL Official Webpage |
| 5 | 222 | EUT Completed Projects Webpage |
| 8 | 223 | Orientation Days 2020 posters |
| 2 | 224 | Document on main purposes of study programmes |
| 8 | 225 | TV and Social Media Ads 2017-2022 |
| 8 | 226 | Erasmus Days activities links |
| 8 | 227 | Information and Promotional Spots |
| 8 | 228 | Students Testimonials |
| 8 | 229 | Job Fair activities |
| 8 | 230 | Students Scholarship and Excellence Award Promotion Activities |
| 8 | 231 | Orientation week activity video links |
| 8 | 232 | Summer School Promotional Spot |
| 8 | 233 | High School-University Forum activity video |
| 8 | 234 | Erasmus International Days poster |
| 8 | 235 | EUT Alumni Reunion 2019 |
| 8 | 236 | Expert Group Poster |
| 8 | 237 | Humanities School poster |
| 8 | 238 | Leadership School Dhermi posters |
| 8 | 239 | Orientation Week October 2017-2018 |
| 8 | 240 | Philosophy Annuals 2017 |
| 8 | 241 | EUT Info Day - PoSIG |
| 8 | 242 | Work and Study Fair poster |
| 8 | 243 | Registration weeks posters |
| 4 | 244 | List of cooperation agreements 2018-2022 |
| 5 | 245 | Methodological trainings Posters |
| 5 | 246 | Back to Work Poster |
| 5 | 247 | EUT Research Units |
| 6 | 248 | Inventory of Library Collection |
| 6 | 249 | Online Service Platform |
| 6 | 250 | Regulation for Students with Disabilities |
| 7 | 251 | Student Statistical Data |
| 7 | 252 | EUT Loyalty questionnaire and results |
| 8 | 253 | EUT Official Webpage |
| 8 | 254 | Summary of EUT activities 2017-2022 |



| European Standard referenced | SED reference | Evidence (brief description) |
|------------------------------|---------------|---|
| 5 | 255 | Decanate meeting minutes: PROCESS TRAIL |
| 5 | 256 | Call for papers- Jus Justicia: PROCESS TRAIL |
| 5 | 257 | Correspondence with the author: PROCESS TRAIL |
| 5 | 258 | Correspondence with the reviewer: PROCESS TRAIL |
| 5 | 259 | Article in its Original Form: PROCESS TRAIL |
| 5 | 260 | Peer Review Evaluation Form: PROCESS TRAIL |
| 5 | 261 | Notification of the author for the review result: PROCESS TRAIL |
| 5 | 262 | Article in its Revised Form: PROCESS TRAIL |
| 5 | 263 | Notification of article publication: PROCESS TRAIL |
| 5 | 264 | Publication of the Journal Jus - Justicia: PROCESS TRAIL |
| 9 | 265 | Statistics Online Students Survey |
| 7 | 266 | E services promotional poster |
| 8 | 267 | School of Humanities 2022 Call for applications: PROCESS TRAIL |
| 8 | 268 | Public information on School of Humanities 2022: PROCESS TRAIL |
| 8 | 269 | Open Day Innovation 2019 poster and agenda |
| 8 | 270 | Open Day Business 2019 poster and agenda |
| 9 | 271 | Strategic Plan for the Development of SP Bsc Nursing |
| 9 | 272 | Strategic Plan for the Development of SP PD Management |
| 9 | 273 | Strategic Plan for the Development of SP MSc Imaging and Radiotherapy |
| 9 | 274 | Action Plan Department of Finance |
| 9 | 275 | University Study Programmes Webpage |
| 10 | 276 | MoES Verification Report |
| 10 | 277 | MoES official letter on recommendations |
| 10 | 278 | Department actions to address the external reviewers recommendations |
| 10 | 279 | National Student Survey Webpage |
| 10 | 280 | HEQAA Official Letter on NSS |
| 10 | 281 | Audit Reports 2018-2020 |
| 10 | 282 | Financial Statements 2018 |
| 10 | 283 | Financial Statements 2019 |
| 10 | 284 | Financial Statements 2020 |
| 10 | 285 | Value the Person Organisation Development Assignment Programme |
| 10 | 286 | Value the Person Training Materials |
| 2 | 287 | EIA Decanate Decision |
| 2 | 288 | HR Club activity poster |
| 2 | 289 | HR Club Agenda |
| 2 | 290 | HR Club 5 attendance list |
| 2 | 291 | HR Club Report Faculty of LPSIR |
| 5 | 292 | Academic Staff statistical data |
| 5 | 293 | EUT Academic Staff |
| 4 | 294 | Student Clubs activity posters |
| 4 | 295 | Student Clubs |

