***Introduction to the Internal Evaluation Process***

**IEG WORK PRINCIPLES**

Quality evaluation should be characterized by professionalism, truthfulness, objectivity, impartiality, full transparency and involvement of all actors in all stages of evaluation.

* Development of the Internal Quality Assurance Unit (IQSU) in HEI Units.
* Carry out Internal Evaluation with the aim of creating a clear and transparent idea of the Unit under evaluation, to build development policies in accordance with its mission and to serve as a basis for the further process of accreditation of institutions and programs they offer.
* Make information public so that all partners and the general public (students, parents, academic and support staff, other social, economic and political partners) are informed about the status of the unit, programs, curricula, services, etc.
* To serve ultimately for the cultivation of Quality Culture in Higher Education Institutions as their internal and sustainable part.
* The evaluation should be based on documents, procedures, surveys, meetings with stakeholders, etc.
* The drafting of the Internal Evaluation Report (IER) to be performed according to the format drafted by ASCAL, without making any changes (eg merging criteria, removing criteria, etc.).

**STAGES OF INTERNAL EVALUATION PROCEDURE FROM HIGHER EDUCATION INSTITUTIONS**

Submission of the HEI request for evaluation and its review by ASCAL and the Accreditation Board.

* Approval of the request and setting of evaluation deadlines by ASCAL and BA.
* The Coordinator of the HEI is officially notified, for the beginning of the accreditation process, and the date of the meeting is set to discuss the steps of the process.
* Establishment of an Internal Evaluation Group; this group is set up by the head of the HEI’s unit;
* IEG’s training by ASCAL staff; for this, instructional materials are made available for the evaluation, group organization and process, tasks, rights and responsibilities of each.
* Carrying out internal evaluation according to the instruction in question (see further). During this phase IEG stays in constant contact with ASCAL and is assisted by the latter upon request;
* Preparation of the Self-Assessment File (SAF);
* Officially submit to ASCAL within the set deadline (in printed and electronic version CD, signed / stamped by the HEI on each page), the materials should be uploaded in the ASCAL system of ASCAL.

**DOSJA E VETËVLERËSIMIT**

The composition of the Self-Assessment File includes written *Opinion of the Head of Unit* and *Internal Evaluation Report*, written and signed by each member of the IEG.

The opinion of the Head of the Unit is required, when the Study Program is passing the period of periodic re-evaluation. In this case, he will write:

* Information on the Higher Education Institution he runs;
* His / her personal opinions regarding the strengths, weaknesses and perspective of the study program for which he / she is responsible;
* Analyze the main developments since the last evaluation, emphasizing especially the fulfillment of the reccomandations left by the previous evaluations;
* To show the existing situation in relation to that study program /s, its mission or aims to achieve.

**CONTENTS OF THE SELF-ASSESSMENT FILE**

The Internal Evaluation file in the framework of external evaluation and accreditation of the study program must contain these documents:

1. Written opinion of the Head of the HEI (University / Faculty);
2. Internal Evaluation Report, signed by all IEG members. The IER consists of 6 areas for the second cycle Professional Master / Science / Arts / Integrated Second Level Program;
3. Each area should analyze the requirements of the standards / criteria, including the descriptive part and provide measurable indicators, based on the evidence of the self-assessment file.
4. Based on this analysis IEG should determine the final assessment of compliance with the standards of each field, and the field as a whole.
5. The Internal Evaluation Report should also contain the final analysis of the institution noting its strengths and weaknesses.

Logo of the Higher Education Institution

Name of the Higher Education Institution

**PERIODIC INTERNAL EVALUATION REPORT**

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| **Long-term specializations in “.......”** |

Internal Evaluation Group:



Month/Year

**SUMMARY OF PROGRAM DATA IN THE EXTERNAL EVALUATION PROCESS**

**Summary description; (200 -400 words)**

**DESCRIPTION OF THE EXTERNAL EVALUATION PROCESS;**

**Summary description; (200-400 words)**

**RECOMMENDATIONS FULFILLMENT DEGREE FROM THE LAST ACCREDITATION**

**I. Recommendations of the Accreditation Board based on Decision No., date are:**

**II. Completion of recommendations by the Institution**

**Evaluation of the Third Cycle Study Programs in Long-term specializations “…”**

1. **GENERAL FRAMEWORK OF LONG-TERM SPECIALIZATION PROGRAM**

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| **Standard I.1**  **The third cycle long-term specialization study program in the field of medicine is delivered by higher education institutions that meet legal criteria in force in the Republic of Albania.** | | | | |
| **Criteria** | **Evaluation** | | | |
| **Criterion 1:** The long-term specialization program is offered by a university institution, accredited in the Republic of Albania |  | | | |
| **Criterion 2:** The long-term specialization program that is offered in cooperation with other higher education institutions, in or outside the country, must be accredited in the place of origin. |  | | | |
| **Criterion 3:** The long-term specialization program is designed by the responsible basic units/services of the institution through internal transparent procedures and is approved in compliance with the institution’s statute, regulation and other organizational acts. |  | | | |
| **Criterion 4:** The long-term specialization program includes theoretical and practical training in the specialty field, which is carried out simultaneously at an accredited university, and a hospital institution or a health institution accredited by the state authority responsible for the accreditation of health institutions.  Higher education institutions must have developed and accredited/ re-accredited integrated second cycle programs in the field of medicine at the time of offering a third cycle program. |  | | | |
| **Criterion 5:** The long-term specialization program is carried out full-time and includes participation in the medical activities of the departments/ services where the training is provided, in line with established procedures and under the responsible authority or entity’s supervision. |  | | | |
| **Standard’s Fulfillment Degree** | **Not met** | **Partially met** | **Substantially met** | **Fully met** |
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| **Standard I.2**  **The long-term medical specialization program is delivered in accordance with the institution’s development strategy.** | | | | |
| **Criteria** | **Evaluation** | | | |
| **Criterion 1:** The long-term specialization study program is designed and delivered in line with and pursuant to the institution’s development strategy. |  | | | |
| **Criterion 2:** The long-term specialization program has clearly defined its name, organization, structure, content, aim and objectives, harmonized with those of the providing institution(s) and in line with the Albanian Qualification Framework. |  | | | |
| **Standard’s Fulfillment Degree** | **Not met** | **Partially met** | **Substantially met** | **Fully met** |
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| **Standard I.3**  **The long-term specialization study program aims at meeting the country’s current needs for specialists in the field of medicine.** | | | | |
| **Criteria** | **Evaluation** | | | |
| **Criterion 1:** The long-term specialization study programs in the field of medicine aim to meet the the labor market demands with the needs for specialists in the field of medicine. |  | | | |
| **Criterion 2:** The total number of residents and the number of those who attend this study program each year is determined in accordance with state health development policies and hosting capacities of the structures engaged in the training network (depending on the number of staff, hosting capacities, etc.). |  | | | |
| **Standard’s Fulfillment Degree** | **Not met** | **Partially met** | **Substantially met** | **Fully met** |
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| **Standard I.4**  **The study programs are tailored to the study level.** | | | | |
| **Criteria** | **Evaluation** | | | |
| **Criterion 1:** The long-term specialization program includes theoretical and practical training in the specialty field, which is carried out simultaneously at an accredited university and at a hospital institution or a health institution purposefully approved and accredited by the Ministry responsible for health. |  | | | |
| **Criterion 2:** The long-term specialization program is carried out full-time and includes participation in the academic, clinical/ diagnostic activities of the departments and/ or services where the training is provided, in accordance with the regulation of long-term specialization programs in the field of medicine. |  | | | |
| **Standard’s Fulfillment Degree** | **Not met** | **Partially met** | **Substantially met** | **Fully met** |
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| **Standard I.5**  **The third cycle long-term specialization study program in the field of medicine aims at meeting the country’s needs for specialists in the field of medicine.** | | | | |
| **Criteria** | **Evaluation** | | | |
| **Criterion 1:** To design the long-term specialization program, the responsible basic unit/ service carries out studies and analyzes on the situation, developments, needs, and priorities in the general and specific field of the program and/or state policies on the development of the field of medicine, which become part of the draft proposal before program opening. |  | | | |
| **Criterion 2:** The long-term specialization program has clearly defined objectives for the training of residents in the field of medicine with in-depth research knowledge, as well as clinical/ diagnostic skills and competencies in the relevant fields of medicine, in accordance with the country’s requirements and needs. |  | | | |
| **Criterion 3:** The long-term specialization program is designed and harmonized with similar programs offered by domestic or foreign partner institutions, guidelines, EU directives, international institutions and bodies with which our country is a partner or cooperates. |  | | | |
| **Criterion 4:** With the view of increasing international cooperation, mobility and engagement of foreign specialists/ professionals with the program academic activities, the program may be partially of fully delivered in one of the EU languages. |  | | | |
| **Criterion 5:** The long-term specialization study programs in the field of medicine aim at meeting labor market demands with the needs for specialists in the field of medicine. |  | | | |
| **Criterion 6:** The total number of residents and the number of those who attend this study program each year is determined in accordance with state health development policies and hosting capacities of the Higher Education Institutions and health structures engaged in the training network (depending on infrastructural and academic/professional hosting capacities, etc.). |  | | | |
| **Standard’s Fulfillment Degree** | **Not met** | **Partially met** | **Substantially met** | **Fully met** |
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| **Standard I.6**  **The organization of the long-term specialization program is in line with the academic field and specialty-based.** | | | | |
| **Criteria** | **Evaluation** | | | |
| **Criterion 1:** The long-term specialization program is organized at the level of the basic unit or service (integral department part) that is responsible for its progress and performance. |  | | | |
| **Criterion 2:** The responsible unit has the adequate profile, experience, capacities and resources in the academic and medical specialty field in order to deliver the specialization program. |  | | | |
| **Criterion 3:** The study programs are based on clear professional objectives and are integrated with clinical/ diagnostic activities. |  | | | |
| **Criterion 4:** The specific field of the long-term specialization program matches the academic specialty field of the responsible unit (department/ service) for the study program, according to the study program classification/ codification in line with national and European directives and guidelines. |  | | | |
| **Criterion 5:** When the program is offered in cooperation with other institutions, the specific specialization program field matches the academic specialty field of the responsible unit(s) in the respective institutions. |  | | | |
| **Standard’s Fulfillment Degree** | **Not met** | **Partially met** | **Substantially met** | **Fully met** |
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| **Field I Standards’ Fulfillment Degree** | **Not met** | **Partially met** | **Substantially met** | **Fully met** |
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1. **ORGANIZATION, STRUCTURE AND ADMINISTRATION**

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| **Standard II.1**  **The program is organized pursuant to special long-term specialization program regulations and guidelines.** | | | | |
| **Criteria** | **Evaluation** | | | |
| **Criterion 1:** The main unit responsible for the organization and delivery of specialization programs, thoroughly lays down the rules of organization and operation of specialization programs and updates them for quality improvement purposes. |  | | | |
| **Criterion 2:** The program organization elements, responsibilities, rights and obligations, are laid down in the long-term specializations regulation and in other acts approved by the institution. |  | | | |
| **Criterion 3:** The institution drafts and approves guidelines and models for residents’ reporting, assessment and achievements throughout the academic year and studies. |  | | | |
| **Standard’s Fulfillment Degree** | **Not met** | **Partially met** | **Substantially met** | **Fully met** |
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| **Standard II.2**  **The long-term specialization study program content is organized in line with legal and sub-legal acts in force as well as with the European Higher Education Area guidelines.** | | | | |
| **Criteria** | **Evaluation** | | | |
| **Criterion 1:** For the completion of long-term specialization study programs, the student must accumulate not less than 120 credits and the regular duration of these study programs may not be less than 2 academic years, pursuant to the law on regulated professions, and the provisions in Appendix 1. |  | | | |
| **Criterion 2:** The regular duration of long-term specialization programs in the field of medicine is according to Appendix 1 and the maximum duration cannot exceed more than twice the regular duration of long-term specialization. |  | | | |
| **Criterion 3:** The program content, organization, review and monitoring align with similar examples in European Higher Education Area institutions. |  | | | |
| **Criterion 4:** Long-term specialization study programs include at least 80% of the total ECTS for clinical/ diagnostic and professional activities, according to the respective specialization, and 20% for organized theoretical studies distributed over the years according to a pre-defined program at the beginning of the study program. |  | | | |
| **Criterion 5:** The courses ratio (referring to the total ECTS) determined in the study program consists of:  60% specific courses;  30% field-related courses;  5% basic training, interdisciplinary or integrative courses and other activities;  5% final examination etc.;  Not more than 15% of the total annual courses must be elective courses, as per the legal framework in force; |  | | | |
| **Criterion 6:** At the end of each year, a theoretical and practical course evaluation exam is held, which is evaluated with a grade. The annual course assessment is carried out by a committee composed of at least 2 (two) lecturers. Among them, at least one of them must be a full-time lecturer in the respective field, while the second lecturer is an experienced specialist in the respective or similar field according to the developed modules.  Students who are 5 times unfavorably assessed receive a certificate for the developed modules, together with the accumulated credits and interrupt the long-term specializations studies. |  | | | |
| **Criterion 7:** At the end of the specialization program, the student undergoes a final exam that includes practical and oral testing of the student and/or diploma thesis presentation.  The student final assessment committee comprises 5 full-time field, or of similar field specialists at the HEI that offers the specialization, with an experience of at least 10 (ten) years in the respective field. The committee chair should be a full-time lecturer in the respective field, responsible for the long-term specialization program in this field.  Some of the basic knowledge for which the applicant is tested during the final exam, are:  a. Development of critical sense regarding different clinical situations;  b. Links between various fields of medicine;  c. Problem-solving skills developed during clinical work;  d. Competence to manage the complexity of clinical situations and to provide solutions in emergency cases. |  | | | |
| **Criterion 8:** In the program improvement framework, the responsible unit has the right to change the theoretical training content of the specialization program, and document the procedure pursuant to applicable legislation. |  | | | |
| **Standard’s Fulfillment Degree** | **Not met** | **Partially met** | **Substantially met** | **Fully met** |
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| **Standard II.3**  **Student admission to a long-term specialization study program in the field of medicine.** | | | | |
| **Criteria** | **Evaluation** | | | |
| **Criterion 1:** The student admitted to the long-term specialization study program in the field of medicine has completed the integrated program of integrated second cycle university studies of 5 years (300 ECTS) in Pharmacy and Dentistry and 6 years (360 ECTS) in General Medicine, at a program-related accredited university and has obtained the “Master of Science” degree. Students graduating in the same programs abroad, must present the diploma and the license to practice the profession recognized by the responsible state institution. |  | | | |
| **Criterion 2:** The candidate who applies to continue the third cycle study program, for long-term specialization in the field of medicine, is subject to an competitive admission to test knowledge in the relevant field of study. |  | | | |
| **Criterion 3:** Student assessment for admission to a study program is carried out with cumulative points by assessing at least the following elements:   * average grade (final grade according to the typology of the diploma he/she has) for up to 30% of the total points, * general written testing for 30-40% of total points, * specific written testing according to the specialization program for which the student competes for 40-50% of the total points. |  | | | |
| **Criterion 4:** The candidate applying to the third cycle long-term specialization program must have successfully completed the state exam in the respective profession or have acquired the right to practice the profession in the Republic of Albania or abroad (recognized in the Republic of Albania).  The student may reapply to compete in another specialized program at an HEI pursuant to the legal provisions in force. The student’s ECTS accumulated for theoretically organized studies may be recognized if deemed appropriate for the field of the new program to which he or she has applied. |  | | | |
| **Criterion 5:** The minimum criteria to qualify in the selection of the long-term specialization study program are reflected in the regulation of long-term specialization study programs in the field of medicine and approved by the Academic Senate. |  | | | |
| **Criterion 6:** The applicant may learn the regulation of long-term specializations approved by the HEI Academic Senate, minimum admission criteria, through the official website of the HEI and/or main unit, before being admitted. |  | | | |
| **Standard’s Fulfillment Degree** | **Not met** | **Partially met** | **Substantially met** | **Fully met** |
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| **Standard II.4**  **Drafting and adoption of the long-term specialization program regulation.** | | | | |
| **Criteria** | **Evaluation** | | | |
| **Criterion 1:** The regulation is drafted in line with specialization standards in the field of medicine and legal and sub-legal acts in force. |  | | | |
| **Criterion 2:** The regulation enters into force at the beginning of each academic year and is updated every new academic year. If there are no changes, the latest updated regulation remains in force. |  | | | |
| **Criterion 3:** Updates to the long-term specializations regulation apply to the specialization cycle that begins for the first time with the updated regulation up until its completion. If necessary, changes to subsequent regulations should explicitly exclude the already commenced specialization cycle. |  | | | |
| **Criterion 4:** The regulation is proposed by the Main Unit that delivers the specialization program and approved by the HEI Academic Senate. |  | | | |
| **Standard’s Fulfillment Degree** | **Not met** | **Partially met** | **Substantially met** | **Fully met** |
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| **Standard II.5**  **The regulation lays down the criteria and the method of selecting the steering bodies of specialized programs and tutors.** | | | | |
| **Criteria** | **Evaluation** | | | |
| **Criterion 1:** The regulation clearly reflects the criteria and the method of selecting the specialization program director, in line with the specifications in these standards. |  | | | |
| **Criterion 2:** The regulation lays down the criteria and the method of selecting the responsible doctor/ tutor for each resident as well as related duties. |  | | | |
| **Standard’s Fulfillment Degree** | **Not met** | **Partially met** | **Substantially met** | **Fully met** |
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| **Standard II.6**  **The regulation clearly defines the method of student admission to the specialization program.** | | | | |
| **Criteria** | **Evaluation** | | | |
| **Criterion 1:** The regulation sets out the application criteria (level of studies completed, duration and degree required, etc.) as well as the exclusion criteria if any. |  | | | |
| **Criterion 2:** The regulation clearly defines the documentation that must be submitted by the candidate for application purposes, the manner of submitting the documentation and the deadline. |  | | | |
| **Criterion 3:** The regulation clearly defines the maximum points that the candidate can accumulate and the points awarded to the candidate for each met criterion as well as the maximum and minimum points that can be given to the candidate during each test. |  | | | |
| **Criterion 4:** The regulation clearly defines the specialization candidate’s application and competitive admission, as well as the deadlines for documentation submission. |  | | | |
| **Criterion 5:** The regulation clearly defines how testing and related procedure is carried out. |  | | | |
| **Criterion 6:** The regulation clearly defines the assessment method for each candidates’ testing and submitted documentation, which is stored according to the procedures provided in the regulation. |  | | | |
| **Criterion 7:** The names of the approved specialization programs for the academic year, the number of residents to be admitted for each specialization program and the payable fees for each specialization are published at least 2 weeks before the application start date. |  | | | |
| **Criterion 8:** The testing evaluation method must be specified in the regulation and published at least 2 weeks before the application start date. |  | | | |
| **Criterion 9:** The regulation clearly specifies the manner and deadlines for the announcement of the test results and the final list of winners, as well as the place and date of result announcement. |  | | | |
| **Criterion 10:** The regulation clearly lays down the form of entering into a contract with the winning residents. |  | | | |
| **Standard’s Fulfillment Degree** | **Not met** | **Partially met** | **Substantially met** | **Fully met** |
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| **Standard II.7**  **The regulation provides for the specialization program teaching process elements.** | | | | |
| **Criteria** | **Evaluation** | | | |
| **Criterion 1:** The specialization program regulation provides for the form of attendance, maximum of allowed absences and related reasons, maternity leave, and how to make amends for absences, etc. |  | | | |
| **Criterion 2:** The specialization program regulation provides for procedures of transfers to or from other specialization programs, or to or from other institutions that offer specialization programs in the field of medicine. |  | | | |
| **Criterion 3:** The specialization program regulation provides for the criteria and the manner of resident’s suspension, extension or dismissal from the specialization studies. |  | | | |
| **Criterion 4:** The regulation provides for the cases when the specialization can be carried out at another institution that is not part of the Albanian training network, the duration of this period and the body that approves such procedure. These institutions must be accredited to carry out the specialization program in the respective country. |  | | | |
| **Standard’s Fulfillment Degree** | **Not met** | **Partially met** | **Substantially met** | **Fully met** |
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| **Standard II.8**  **The regulation provides for the student’s professional practice notebook.** | | | | |
| **Criteria** | **Evaluation** | | | |
| **Kriteri 1:** The regulation provides for the student’s professional practice notebook, how to complete and replace it in the event of loss. The student carries the notebook until the completion of the specialization cycle and graduation. |  | | | |
| **Standard’s Fulfillment Degree** | **Not met** | **Partially met** | **Substantially met** | **Fully met** |
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| **Standard II.9**  **The regulations provide for the annual tests and final examination procedures as well as the diploma format.** | | | | |
| **Criteria** | **Evaluation** | | | |
| **Criterion 1:** The regulation lays down the method of residents’ annual course testing and final examinations, the minimum and maximum points, the test type, etc. |  | | | |
| **Criterion 2:** The regulation specifies the cases of justified absences during testing and how to retest in such cases. |  | | | |
| **Criterion 3:** At the end of long-term specialization studies, the graduate is awarded a specialization diploma. The diploma must be signed by the HEI rector and respective faculty dean. |  | | | |
| **Standard’s Fulfillment Degree** | **Not met** | **Partially met** | **Substantially met** | **Fully met** |
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| **Standard II.10**  **Resident’s rights and obligations.** | | | | |
| **Criteria** | **Evaluation** | | | |
| **Criterion 1:** The regulation should provide for the resident’s rights and obligations. |  | | | |
| **Criterion 2:** The regulation defines the residents’ insurance typology and method during the specialization. It should provide for the insurance policy type and coverage amount. |  | | | |
| **Criterion 3:** The regulation provides for those cases when the resident may suspend the specialization and the maximum period allowed, as well as the procedures for withdrawing from the specialization. |  | | | |
| **Criterion 4:** The regulation defines plagiarism-related measurable indicators for the work on the diploma, as well as related references, ensuring that the level of similarity of the diploma work is less than 30%. |  | | | |
| **Standard’s Fulfillment Degree** | **Not met** | **Partially met** | **Substantially met** | **Fully met** |
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| **Standard II.11**  **The main unit responsible for the specialization program administers all the necessary documentation for each resident beginning from the application, admission to completion of studies.** | | | | |
| **Criteria** | **Evaluation** | | | |
| **Criterion 1:** The main unit keeps both in electronic and paper format the entire applicant documentation in the application phase. |  | | | |
| **Criterion 2:** The main unit keeps both in electronic and paper format all the documentation of applying and winning candidate selection and decision-making process, and guarantees transparency in the decision-making and appeal processes. |  | | | |
| **Criterion 3:** The main unit keeps both in electronic and paper format the data of all residents regarding their experimental academic and scientific research activities throughout the entire duration of their studies. |  | | | |
| **Criterion 4:** The main unit keeps both in electronic and paper format the resident’s reports, official communications, and progress assessment reports. |  | | | |
| **Criterion 5:** The main unit makes available to students the electronic anti-plagiarism system as well as other self-check mechanisms with the view of eliminating plagiarism and complying with intellectual property rights. |  | | | |
| **Criterion 6:** The main unit periodically compiles reports on the specialization program progress. |  | | | |
| **Standard’s Fulfillment Degree** | **Not met** | **Partially met** | **Substantially met** | **Fully met** |
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| **Field II Standards’ Fulfillment Degree** | **Not met** | **Partially met** | **Substantially met** | **Fully met** |
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1. **SOURCES IN SERVICE TO THE LONG-TERM SPECIALIZATION PROGRAM**

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| **Standard III.1**  **The responsible unit ensures the necessary academic, administrative and support staff with the view of carrying out the program and meeting its objectives.** | | | | |
| **Criteria** | **Evaluation** | | | |
| **Criterion 1:** The academic staff engaged in the long-term specialization program belongs to the professor category (professor, associate professor), the lecturer category (Dr/ Phd), who are engaged with clinical/ diagnostic work with at least 10 years of experience. |  | | | |
| **Criterion 2:** Each specialization program determines:  A leading figure, the specialization program officer/ director. The specialization program officer/ director must be a full-time lecturer in the relevant field, have at least the “Associate Professor” title and not less than 10 years of experience in practicing the profession. This figure is proposed by the responsible base unit and is approved at main unit level. |  | | | |
| **Criterion 3:** The academic staff of the long-term specialization study program comprises:  i. full-time academic staff with academic degrees and scientific degrees, not less than 50% of the lecturers covering the study program. At least 1 (one) full-time lecturer, of the professor category, must belong to the program’s field of study.  ii. academic staff, who practice the profession in the university health structures as defined by the legislation in force, not greater than 50% of the professors that cover the study program. This academic staff must have didactic-formative experience and professional-clinical diagnostic experience.  The teaching activity carried out by the training network health structures staff requires the prior approval of the health structure director.  The teaching activity carried out by university health structure staff, requires in any case, the prior approval of the relevant HEI, where the university health structure is an integral part thereof.  iii. part-time academic staff, for special disciplines, not more than 10% of the lecturers covering the study program, with whom a contract is concluded, according to the study program structural needs; |  | | | |
| **Criterion 4:** The long-term specialization study program has a program director/officer. The specialization program director/officer must be full-time academic staff. The specialization program director/officer is also member of the basic unit/service responsible for the long-term specialization program. The specialization program director/officer is chosen among the basic unit assembly members, with a simple majority (50%+1). The program director/officer at a HEI may not be charged with the responsibility of directing another study program carried out at other HEIs; |  | | | |
| **Criterion 5:** The responsible unit ensures adequate capacities for supervising the resident.  The resident’s supervisor is: the academic supervisor and clinical/diagnostic supervisor.  The maximum number of students that an academic/clinical-diagnostic supervisor may supervise is pursuant to the legal framework in force.  The resident’s supervision is assigned to, in the capacity of supervisor, a lecturer (academic supervisor) and/ or a health structure staff member of the training network (clinical supervisor/ tutor) of the study program, who supervise the resident throughout the specialization period and are responsible for managing, advising, assessing student’s needs, as well as for carrying out and monitoring the student’s work.  The supervisor’s specialty field should match the resident’s specialization program field. The clinical supervisor/ tutor has a professional experience of at least 10 years (ten years) with clinical experience in the relevant clinical field and has at least the “Doctor” scientific degree. The maximum number of residents that can be supervised by the academic/ clinical supervisor is 3 (three).  The clinical supervisor/ tutor is a full-time staff member of one of the training network structures and has a cooperation contract with the HEI that offers the program. When the tutor is not part of the full-time staff of the structure that offers the specialization program, the resident is also assigned an academic supervisor, who is a full-time academic staff member of the institution. The clinical director decides on the assignment of the clinical supervisor and his clinical supervision accounts for working hours.  The teaching activity is carried out in parallel with the assistant/ professional activity, in line with the study program requirements. When the teaching activity is carried out at the premises where such study program is delivered by the university health structures staff, it requires the prior approval of the relevant structure director; |  | | | |
| **Standard’s Fulfillment Degree** | **Not met** | **Partially met** | **Substantially met** | **Fully met** |
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| **Standard III.2**  **The institution ensures the necessary infrastructure and logistics in the framework of the long-term specialization program.** | | | | |
| **Criteria** | **Evaluation** | | | |
| **Criterion 1:** The institution has a permanent location, which implies central administrative facilities and teaching activity facilities. Such facilities must be available to the institution for not less than 6 years. |  | | | |
| **Criterion 2:** The institution must have adequate infrastructural and technological capacities. It possesses administrative and clinical structures, sufficient for the activities provided for in the specialization study program as per the specific standards attached herein (Appendix 2).  (Shtojca 2). |  | | | |
| **Criterion 3:** The institution has accredited health structures for conducting various clinical diagnostic, professional and didactic activities. These structures are accredited pursuant to the legal framework in force. |  | | | |
| **Criterion 4:** The institution may organize joint long-term specialization study programs with one or more institutions, recognized/ accredited pursuant to the legislation in force. |  | | | |
| **Standard’s Fulfillment Degree** | **Not met** | **Partially met** | **Substantially met** | **Fully met** |
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| **Standard III.3**  **The institution may offer foreign language study programs, with qualified academic staff.** | | | | |
| **Criteria** | **Evaluation** | | | |
| **Criterion 1:** The institution, which offers foreign language study programs, meets the same standards set for HEIs that offer specialization study programs in the field of medicine in the Albanian language. |  | | | |
| **Criterion 2:** Academic staff engaged in foreign language teaching hold internationally recognized language certificates, pursuant to the legal framework in force. |  | | | |
| **Standard’s Fulfillment Degree** | **Not met** | **Partially met** | **Substantially met** | **Fully met** |
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| **Standard III.4**  **Engaged structures should hold envisaged general and specific standards.** | | | | |
| **Criteria** | **Evaluation** | | | |
| **Criterion 1:** Central and secondary structures hold general standards in line with the infrastructural, technological, organizational and assistant capacity according to the following criteria and according to the specific criteria provided for in Appendix 2:  a. Infrastructural capacity: adequate spaces for exercising provided functions;  b. Technological capacity: equipment needed to perform the envisaged functions;  c. Organizational capacity: necessary professional competences;  d. Assistant capacity: specific clinical intervention amount and typology. |  | | | |
| **Criterion 2:** All facilities (e.g. lecture halls, libraries, secretariats, etc.) meet general standards. |  | | | |
| **Criterion 3:** The basic structure is equipped with the necessary facilities/equipment:   * didactic secretariat * scientific library rich in publications, and in electronic form * complete IT infrastructure. * research and didactic laboratories (if provided for in Appendix No. 2) * health posts and assistant structures (with the necessary technological equipment according to the specialty) * hospital facilities with beds (when envisaged in the specific specialty standards according to Appendix 2)   The aforementioned facilities must ensure safety and hygiene standards and have no architectural barriers that impede access to the various activities provided for by the study program. |  | | | |
| **Criterion 4:** Each specific specialization program meets the specific standards according to the typology of specialization (e.g. specific laboratories, services, in-patient hospitalization, etc.) according to Appendix 2. Specific standards are divided into:  a. base: standards that must necessarily be met by both the base structure and the secondary/ satellite structures.  b. secondary: standards that, in order to meet the accreditation criteria of the structure, must be met by both the central and secondary structure or by other HEI structures as per a certain percentage envisaged for accreditation. If neither the basic or the secondary structure meet the standards, they must be met by the complementary structures whereby there is a cooperation agreement.  c. general services: are operational services that the structure which comprises either the central or secondary structure to be accredited must have. |  | | | |
| **Criterion 5:** The institution that offers specialization programs ensures that it possesses adequate capacities for health, support and administrative staff in the central and secondary structures to cover the needs of the offered specialties, based on the capacities. |  | | | |
| **Criterion 6:** The institution that offers specialization programs is well-organized and has the documentation that attest to the organization and management structure as well as administrative and academic staff with the relevant titles and roles provided for each. |  | | | |
| **Standard’s Fulfillment Degree** | **Not met** | **Partially met** | **Substantially met** | **Fully met** |
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| **Standard III.5**  **The training network meets the minimum criteria envisaged and is suitable to offer long-term specialization programs in the field of medicine.** | | | | |
| **Criteria** | **Evaluation** | | | |
| **Criterion 1:** The institution meets the minimum general requirements set out in this document regarding the training network. |  | | | |
| **Criterion 2:** The institution must meet the minimum specific requirements for each specialty provided in Appendix 2 of this document with regards to the training network. |  | | | |
| **Criterion 3:** The general and specific requirements are organized according to the following criteria:  **a.** Adaptability of structures and equipment, with relevant general and diagnostic services and the existence of similar specialties in them  **b.** Existence of sufficient number and practical procedures for a complete professional training  **c.** Adequate financial resources  **d.** Matching tutors, lecturers and experts  **e.** Adequate organizational structure, with the necessary professional capacities  f. Scheduling of orientation, analysis activities according to market demands and establishing a training program  **g.** Student selection and assessment  **h.** Efficiency and effectiveness in the various envisaged activities. |  | | | |
| **Criterion 4:** The institution possesses documentation that demonstrates the composition of the training network and all structures engaged with specialization training (central/basic). |  | | | |
| **Criterion 5:** The central and secondary structures engaged with the specialization training must be accredited pursuant to the legislation in force. |  | | | |
| **Criterion 6:** The institution should possess documentation that clarifies the existence of general and diagnostic services included in the training of residents. The general and diagnostic services present in the health structures that are part of the training network may not be different or inferior to those provided for in Appendix 2 on the accreditation of structures. |  | | | |
| **Criterion 7:** The institution possesses documentation that clarifies the existence of similar specialties in the health structures that are part of the training network, general and diagnostic services included in the training of residents (as per Appendix 2). |  | | | |
| **Criterion 8:** The institution possesses documentation that specifies the number of medical services it offers for the professional training of residents (as per Appendix 2). |  | | | |
| **Criterion 9:** The institution must possess documentation that describes the annual assistant activity of the structures engaged with the training network. The annual assistant activity carried out by residents in their training framework cannot exceed 30% of the total assistant activity carried out by the structures engaged with the training network (as per Appendix 2). |  | | | |
| **Standard’s Fulfillment Degree** | **Not met** | **Partially met** | **Substantially met** | **Fully met** |
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| **Standard III.6**  **The unit responsible for the long-term specialization program demonstrates financial viability and provides adequate funding and student support.** | | | | |
| **Criteria** | **Evaluation** | | | |
| **Criterion 1:** Through financial reports and audits, the institution demonstrates a positive performance and viability in generating and using financial revenue. |  | | | |
| **Criterion 2:** The responsible unit secures through the institution, projects or funding from other entities the necessary funds for delivering the specialization programs. |  | | | |
| **Criterion 3:** The long-term specialization study program is supported by an adequate budget of the responsible unit. |  | | | |
| **Criterion 4:** The financial budget distribution structure of the specialization study program is in line with the institution’s policy and development. |  | | | |
| **Criterion 5:** The use of funds allocated for the delivery of the specialization program is subject to continuous reporting and auditing. |  | | | |
| **Standard’s Fulfillment Degree** | **Not met** | **Partially met** | **Substantially met** | **Fully met** |
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| **Field III Standards’ Fulfillment Degree** | **Not met** | **Partially met** | **Substantially met** | **Fully met** |
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1. **KËRKIMI DHE EKSPERIENCA KLINIKE /DIAGNOSTIKUESE**

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| **Standard IV.1**  **The resident has a tutor who attends him/her throughout the entire specialization period.** | | | | |
| **Criteria** | **Evaluation** | | | |
| **Criterion 1:** The student has a clinical supervisor (tutor), who has graduated and specialized in the field of the applicant’s study program and who has at least 10 (ten) years of experience in the clinical diagnostic field with the “Doctor” title. |  | | | |
| **Criterion 2:** The basic responsible unit/ service selects the clinical supervisors, capable of supervising the resident’s clinical and research, based on the assessment of their clinical and research publishing activities, inside and outside the country. |  | | | |
| **Criterion 3:** The tutor is employed full-time at one of the structures of the training network and has a cooperation contract with the institution that delivers the specialization program. |  | | | |
| **Criterion 4:** Clinical supervisors work to update their knowledge and skills, based on institutional agreements, with the view of enabling exchanges of best practices and providing advice on effective student support. |  | | | |
| **Criterion 5:** The clinical supervisor possesses the necessary expertise, training and instructions for his/her role in supervising the resident for carrying out specialization studies and in particular the practice/ clinical part of the program. |  | | | |
| **Criterion 6:** The clinical tutor may not supervise more than 3 (three) students at the same time. |  | | | |
| **Criterion 7:** The tutor’s specialty field matches that of the specialization program pursued by the resident. |  | | | |
| **Criterion 8:** In all cases, the student has only one identified point of contact, which should be his or her lead clinical tutor. If the lead tutor is not available, the student is informed on the potential replacement. |  | | | |
| **Criterion 9:** The institution ensures that the tutor has sufficient time to supervise the resident. |  | | | |
| **Standard’s Fulfillment Degree** | **Not met** | **Partially met** | **Substantially met** | **Fully met** |
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| **Standard IV.2**  **The objectives of the long-term specialization study program in the field of medicine are the continuous engagement in clinical and research work and the encouragement of students’ teamwork.** | | | | |
| **Criteria** | **Evaluation** | | | |
| **Criterion 1:** The student engages in clinical and research work for training and successful completion of the study program. |  | | | |
| **Criterion 2:** The student participates in various clinical activities closely related to the specific specialization field of study, which help him/her to train for:  **a.** Acquiring methodologies and clinical and research knowledge for independent creative activities such as: scientific articles, presentations, etc .;  **b.** Independent laboratory/ clinic work;  **c.** Using information resources (e.g. libraries and internet, scientific/ clinical databases) and managing information;  **d.** Using modern technologies for public presentations;  **e.** Acquiring advanced methods of data analysis and processing;  **f.** Recognizing and acquiring specialized clinical field related terminology. |  | | | |
| **Criterion 3:** The specialization program students participate in the planned study program activities outside of their clinical work.  The resident may participate as part of the audience or as a speaker in:  **a.** Lectures;  **b.** Seminars;  **c.** Interdisciplinary debates, held in the framework of the specialization study program;  **d.** Other learning opportunities such as: attending presentations of various conferences and seminars of a clinical nature.  Tutors advise students to participate in scientific activities and conferences that assist them with their work and clinics. |  | | | |
| **Criterion 4:** Prior to graduation, the student must have published or have been accepted for publishing at least one scientific/ experimental research article in a scientific journal in or outside the country, whereby the percentage of article’s similarity should be less than 30%. In addition, the student should have participated in not less than 2 national and/or international scientific activities in the relevant specialization field. |  | | | |
| **Criterion 5:** The student acquires the proper communication skills[[1]](#footnote-1) at professional level. |  | | | |
| **Criterion 6:** The student adheres to the rules of ethical and professional behavior with patients and colleagues and acquires the skills to properly communicate with others. |  | | | |
| **Standard’s Fulfillment Degree** | **Not met** | **Partially met** | **Substantially met** | **Fully met** |
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| **Field IV Standards’ Fulfillment Degree** | **Not met** | **Partially met** | **Substantially met** | **Fully met** |
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**V. STUDENTS**

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| **Standard V.1**  **The student who has completed an integrated study program in the fields of medicine, pharmacy, dentistry, meets the academic standards of the admission criteria of the respective institution and enjoys the right to enroll in long-term specialization programs in the field of medicine.** | | | | |
| **Criteria** | **Evaluation** | | | |
| **Criterion 1:** The applicant who seeks to be admitted to the specialization study program undergoes the entrance examination to the specialization study program to which he/she has applied. |  | | | |
| **Criterion 2:** The institution has a computerized theoretical model for determining the applicants’ knowledge, capacity, skills from different aspects (operational, cognitive and relational). |  | | | |
| **Criterion 3:** The institution announces in advance the program envisaged for the entrance exam and the instruments it uses to determine the applicants’ knowledge, capacity, and skills from different aspects. |  | | | |
| **Criterion 4:** The institution continuously reviews the admission policies and their impact on the students’ further progress in the study program. |  | | | |
| **Standard’s Fulfillment Degree** | **Not met** | **Partially met** | **Substantially met** | **Fully met** |
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| **Standard V.2**  **The institution has statistics on the number and data of students attending long-term specialization study programs.** | | | | |
| **Criteria** | **Evaluation** | | | |
| **Criterion 1:** The institution has an annual overview of the number of graduates in long-term specialization programs, program withdrawals, as well as dismissals prior to the completion of the program or the unsuccessful completion of the academic year. |  | | | |
| **Criterion 2:** The institution possesses individual data on students’ academic performance since admission (previous grades e.g. student assessment in the previous study program, etc.). |  | | | |
| **Standard’s Fulfillment Degree** | **Not met** | **Partially met** | **Substantially met** | **Fully met** |
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| **Standard V.3**  **The institution continuously and thoroughly informs students about the study programs.** | | | | |
| **Criteria** | **Evaluation** | | | |
| **Criterion 1:** The student is informed in detail about the study program, completion deadline and program organization. |  | | | |
| **Criterion 2:** The unit responsible for the assessment results informs the students. |  | | | |
| **Standard’s Fulfillment Degree** | **Not met** | **Partially met** | **Substantially met** | **Fully met** |
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| **Standard V.4**  **The student has all the necessary conditions to complete the study program.** | | | | |
| **Criteria** | **Evaluation** | | | |
| **Criterion 1:** The student admitted to the long-term specialization study program has the necessary conditions to complete both the academic and clinical aspects of the study program. |  | | | |
| **Criterion 2:** The long-term specialization study program ensures the harmonization of the student’s goals in the clinical/diagnostic and research-scientific field and, upon completion, the opportunity for professional career or employment. |  | | | |
| **Criterion 3:** The student who attends long-term specialization study programs has at his/her disposal a rich scientific library with publications both in paper and electronic format, as well as a complete IT infrastructure. |  | | | |
| **Criterion 4:** The student has sufficient technical support for carrying out clinical and research related activity. |  | | | |
| **Criterion 5:** Research involving laboratory research is supported by adequate laboratory material. |  | | | |
| **Criterion 6:** The student is insured throughout the specialization period and for all activities envisaged in the specialization program. The institution has available sufficient documentation with this regard. A copy of the insurance policy is submitted to the student once it is signed. |  | | | |
| **Criterion 7:** The institution maintains a database of employed students and relevant job positions. |  | | | |
| **Standard’s Fulfillment Degree** | **Not met** | **Partially met** | **Substantially met** | **Fully met** |
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| **Standard V.5**  **The institution follows clear procedures for students’ knowledge assessment.** | | | | |
| **Criteria** | **Evaluation** | | | |
| **Criterion 1:** The institution follows clear and transparent procedures for the continuous assessment of student knowledge, which has been laid down and made public in the specialization regulation at the beginning of the study program. |  | | | |
| **Criterion 2:** The institution has a computerized system for checking and assessing the knowledge acquired by students during the study program. |  | | | |
| **Criterion 3:** The ongoing assessment conclusions are clear and transparent, including suspension, extension or dismissal from specialization studies. |  | | | |
| **Criterion 4:** Students’ assessment is carried out according to the courses attended by the resident during that academic year. |  | | | |
| **Standard’s Fulfillment Degree** | **Not met** | **Partially met** | **Substantially met** | **Fully met** |
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| **Field V Standards’ Fulfillment Degree** | **Not met** | **Partially met** | **Substantially met** | **Fully met** |
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**VI. LONG-TERM SPECIALIZATION PROGRAM QUALITY ASSURANCE**

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| **Standard VI.1**  **The institution and the responsible unit drafts and implements transparent policies and procedures specific to the long-term specialization program quality assurance, within the framework of internal quality assurance system and structures.** | | | | |
| **Criteria** | **Evaluation** | | | |
| **Criterion 1:** The institution has in place policies, structures and procedures for Internal Quality Assurance (IQA), in accordance with applicable legal and sub-legal provisions and with institutional regulatory acts. |  | | | |
| **Criterion 2:** The institution has established and introduced the Internal Quality Assurance System and implements an institutional strategy for continuous quality improvement, which includes students and external partners and experts. |  | | | |
| **Criterion 3:** The institution uses adequate instruments for quality assurance, the External Quality Assurance in Higher Education is carried out through external accreditation assessment processes, analytical and comparative assessments, as well as other processes that promote and improve quality. |  | | | |
| **Criterion 4:** The Institution has drafted a clear policy and follows periodic procedures to ensure and improve the quality of the study program it delivers, within the IQA framework. They aim to create a quality culture at the institutional level, the constituent units and all institutional internal actors. |  | | | |
| **Standard’s Fulfillment Degree** | **Not met** | **Partially met** | **Substantially met** | **Fully met** |
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| **Standard VI.2**  **The institution and responsible unit continuously monitors and reviews the study program with the view of ensuring the achievement of training objectives and targeted learning outcomes.** | | | | |
| **Criteria** | **Evaluation** | | | |
| **Criterion 1:** The institution establishes a special unit for monitoring, reviewing, and supervising the specialization program. |  | | | |
| **Criterion 2:** The institution uses formal and documented processes and mechanisms for periodically reviewing, approving and supervising the specialization program. |  | | | |
| **Criterion 3:** The institution has set measurable quantitative and qualitative indicators for the doctoral program, in the framework of the program quality assessment. |  | | | |
| **Criterion 4:** The institution uses assessment methodology, measuring instruments and evaluation instruments for the study program progress and success. |  | | | |
| **Criterion 5:** The results of these assessments are documented and put forward to the responsible and decision-making authorities for the study program. |  | | | |
| **Criterion 6:** The assessment reports should include the expected results, the assessment results and the measures taken to address shortcomings and the ongoing quality improvement. |  | | | |
| **Standard’s Fulfillment Degree** | **Not met** | **Partially met** | **Substantially met** | **Fully met** |
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| **Standard VI.3**  **The Institution and the responsible unit uses assessment procedures, methodologies, and measuring instruments for the study program opening, delivery, and progress, graduation, entering the labor market, as well as students’ further studies.** | | | | |
| **Criteria** | **Evaluation** | | | |
| **Criterion 1:** The internal review of the specialization program is periodically carried out by the relevant internal quality assurance unit. The Higher Education Institution incorporates this information in the institutional self-assessment procedure within the accreditation or periodic self-assessment framework. |  | | | |
| **Criterion 2:** To carry out the review, the institution uses various adequate and dedicated methods and instruments, in line with the specialization program nature and scope. |  | | | |
| **Criterion 3:** In the framework of program review, delivery, progress and quality, the institution uses direct methods for quality assessment. |  | | | |
| **Criterion 4:** In the framework of program review, delivery, progress and quality, the institution uses indirect assessment methods such as surveys and interviews of students, graduates, academic staff, supervisors and partners. |  | | | |
| **Criterion 5:** In the framework of continuous program improvements, assessment mechanisms include stakeholders, institutions that cooperate in the study program delivery and other parties engaged or that serve to assess the knowledge and competencies acquired by this program. |  | | | |
| **Standard’s Fulfillment Degree** | **Not met** | **Partially met** | **Substantially met** | **Fully met** |
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| **Standard VI.4**  **The Institution engages academic units, staff and students in the study program IQA process, and informs interested parties on the results and the subsequent measures.** | | | | |
| **Criteria** | **Evaluation** | | | |
| **Criterion 1:** The institution should provide for and guarantee the engagement of internal and external stakeholders, interested in continuously ensuring and improving the program’s quality. |  | | | |
| **Criterion 2:** The institution defines the specific responsibilities and tasks of the units, individuals, students and other parties engaged in the study program internal quality assurance, and guarantees the responsible performance of these tasks. |  | | | |
| **Criterion 3:** During study program assessment and quality assurance it is important to guarantee the engagement of the main and basic unit responsible for the study program, academic staff, academic and administrative assistants and study program students. |  | | | |
| **Criterion 4:** Internal actors inclusion and engagement in the continuous assessment procedures should observe the academic integrity and avoid any kind of discrimination or inequality against staff and students. |  | | | |
| **Criterion 5:** Partners and/or external experts, who are related to the study program, or can provide valuable expertise and input about the program quality and improvement should actively participate in the internal review and quality assurance processes. |  | | | |
| **Criterion 6:** Program academic progress and quality assurance monitoring is part of the activity of the unit responsible for the program and the IQAU. |  | | | |
| **Standard’s Fulfillment Degree** | **Not met** | **Partially met** | **Substantially met** | **Fully met** |
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| **Standard VI.5**  **Policies, processes and activities for the study program Internal Quality Assurance should be made public, transparent, and effective, with the view to establishing an Internal Quality Assurance Culture.** | | | | |
| **Criteria** | **Evaluation** | | | |
| **Criterion 1:** The policy, strategy, organization and activities within the framework of study program Internal Quality Assurance system are transparent and are made public to all students and parties concerned. |  | | | |
| **Criterion 2:** The institution and responsible unit publishes the results of the study programs assessment, by observing ethics and academic freedom, as well as the legislation on personal data. |  | | | |
| **Criterion 3:** The assessment results should be accompanied with an action plan designed to address and improve the identified weaknesses and issues. |  | | | |
| **Criterion 4:** The institution reviews and ensures the effectiveness and impact of activities in the monitoring and quality assessment framework, for the ongoing improvement of the study program. |  | | | |
| **Criterion 5:** The institution and the responsible unit organizes periodic activities with staff and students for their information and awareness-raising on the long-term quality assurance and study program improvement. |  | | | |
| **Standard’s Fulfillment Degree** | **Not met** | **Partially met** | **Substantially met** | **Fully met** |
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| **Field VI Standards’ Fulfillment Degree** | **Not met** | **Partially met** | **Substantially met** | **Fully met** |
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**Përfundime të Vlerësimit të programit të studimit të ciklit të Tretë Studime Afatgjata në “.......”**

**Pikat e forta dhe afirmime**

1. **……**
2. **……**
3. **…….**

**Pika të dobta**

1. **……**
2. **…….**
3. **…..**

**Rekomandime**

1. **….**
2. **….**
3. **….**

**Evaluation’s conclusions for the Third Cycle Long-Term Specialization Study Program in “.......” “.......”**

**Strengths and affirmations**

1. **…**
2. **…..**
3. **….**

**Weaknesses**

1. **…..**
2. **…..**
3. **…..**

**Recommendation**

1. **…..**
2. **…..**
3. **…..**

**Program quality standards fulfillment degree**

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| **FIELDS OF EVALUATION** | **FIELD STANDARDS’ FULFILLMENT DEGREE** | | | |
| **Not met** | **Partially met** | **Substantially met** | **Fully met** |
| 1. **GENERAL FRAMEWORK OF LONG-TERM SPECIALIZATION PROGRAM** |  |  |  |  |
| 1. **PROGRAM ORGANIZATION, STRUCTURE AND ADMINISTRATION** |  |  |  |  |
| 1. **SOURCES IN SERVICE TO THE LONG-TERM SPECIALIZATION PROGRAM** |  |  |  |  |
| 1. **RESEARCH AND CLINICAL/DIAGNOSTIC EXPERIENCE** |  |  |  |  |
| 1. **STUDENTS** |  |  |  |  |
| 1. **LONG-TERM SPECIALIZATION PROGRAM QUALITY ASSURANCE** |  |  |  |  |
| **TOTAL EVALUATION** |  |  |  |  |

**List of basic documents for the study programs’ accreditation process**

The following list is the mandatory documentation that institutions must submit together with the SER in the framework of accreditation of study programs. It is not said that each of the following documents should be a separate one, but a document may summarize some of the required data. In the case of the second cycle programs (Master of Science) and the third cycle (Long-term Specialization and Doctorate), the whole documentation must be in both Albanian and English language, as well as the SER. In any case, rely on the *Manual for "Procedures and Deadlines for Quality Assessment in the framework of accreditation of Higher Education Institutions and study programs"*

1. General and specific operation regulations of the main and basic unit that provide the study program;

2. The study program file completed with all the necessary elements;

3. Regulations of the study program;

4. Study program’s mission and labor market study;

5. Program development strategy;

6. Evidence of respect for autonomy, academic and financial freedom;

7. Human resource policies, employment policies, including recruitment and selection;

8. Academic staff development policy;

9. Organizational structure of HEIs and programs;

10. Foreign policy on staff and student mobility;

11. Learning, teaching and quality in teaching Policy;

12. Academic staff/ Teaching staff evaluation Policy;

13. Regulations for tests and exams, graduation criteria and procedures, etc;

14. Diploma and Diploma Supplements;

15. Student complaints procedure;

16. Procedure for supporting, developing and improving the quality of study programs;

17. Procedure for improving the quality of teaching;

18. Student admission policy;

19. Student registration procedure, student database / register;

20. Students support Policies and their organizational structure;

21. Research activity, monitoring and results at the program level;

22. Cooperation policy and partnership agreements in function of the program;

1. Student’s communication skills include: the competence to clearly describe clinical cases; use of persuasive arguments and clear formulation of ideas in front of patients and colleagues; the ability to debate and support others engaged with clinical practice, supervision or demonstrations. [↑](#footnote-ref-1)