



Institutional Review of Higher Education Institutions in Albania

**Report of Mediterranean University
of Albania**
June 2017

REVIEW TEAM:

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About this review

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

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

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

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

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

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

The context of this review

Mediterranean University of Albanian (MUA; the University), also known as PHEI 'Mesdhetare e Shqiperise' (PHEIMSH), was founded in 2007 by a group of intellectuals, professors and experts with extensive experience in both academia and scientific research in Albania and the surrounding region. It was licensed by the Government of Albania as an institution of higher education and scientific research in 2009, and began its activity in the same year, in accordance with the Bologna Process. MUA consists of the Faculty of Economic Sciences and the Faculty of Law and Political Sciences, which organise study programmes of the first-cycle bachelor's; second-cycle Master of Science and professional master's; and, from late 2017, third-cycle doctoral studies. Programmes are offered in the fields of business, management, accounting, economics, computing, political science, law and European studies. The study programmes are supported by research activities coordinated by its Scientific Research Centre.

National and international cooperation features strongly in MUA's Strategic Plan. It has signed cooperation agreements with a wide range of local, national and European institutions. It is also part of two international university networks.

Summary report

MUA is a private not-for-profit institution with facilities located in Tirana. It offers first-cycle and second-cycle study programmes taught in Albanian. Two faculties make up the University: the Faculty of Economic Sciences and the Faculty of Law and Political Sciences. Its mission is to contribute to the further development of higher education through high quality university teaching in economics, law, political, international relations and diplomacy. It does this through six departments: Banking, Finance and Accounting; Economics; Computer Science, Mathematics and Support; Law; Political Science; and International Relations. In 2016-17, MUA had 2,397 students enrolled on full-time study programmes.

A self-evaluation report (SER) was developed by a team of seven people at MUA, which included senior managers, academic staff, support staff and a student representative. The team collected, analysed and summarised a wide range of materials concerning all aspects of operation of the University. The student representative was involved throughout. The team also interviewed a range of staff and students from all levels of the University before assembling the information into a report, which was submitted to the Rector. Although it offered a helpful description and some accurate evaluation of the University, the quality of the SER was poor. The written English was often difficult to understand; statements were regularly not fully referenced or the references were inadequate. The review team made 79 additional requests for evidence and clarification of confusing points in the SER. MUA did not supply the additional material by the deadline requested, but it did arrive before the review visit.

The visit took place over two days on 8 and 9 June 2017. The review team was made up of two senior higher education reviewers from the United Kingdom and one experienced higher education member of staff from an Albanian higher education institution. The review team was supported by the Review Manager and a note-taker provided by APAAL. The team received the SER and a portfolio of supporting evidence eight weeks in advance of the review visit, later supplemented by additional documentation requested before and at the visit. In all, the 109 documents provided enabled the team to familiarise themselves with the structure, policies, management procedures, and nature of teaching and research activity undertaken by MUA. Evidence included the Statute of MUA, academic regulations, annual reports, admission and orientation procedures, a list of external agreements, examples of programme information, and evidence of meetings.

The review team met senior managers, students, lecturers, administrators and support staff, as well as external partners, employers and alumni during the review visit. Discussion supported the clarification of procedures, responsibilities and viewpoints. Notes were taken at all meetings by both United Kingdom and Albanian participants. As part of a tour of the campus the review team viewed the library, teaching areas, social space and offices. They also saw a demonstration of some of MUA's online and electronic information systems. MUA provided translation for all of the meetings.

The Standards for the Organisation and its Management are substantially met. Two Standards are not fully met - **Chapter III Standard II.3** and **Chapter III Standard II.4** - but this does not present a serious risk to the management of the area. MUA works in accordance with its Statute and Regulations and regularly improves them. It is efficiently managed through its governing bodies, such as the Administration Board, Senate and Faculty Councils, in which staff engage in constructive debate to facilitate decision-making. MUA has a developmental strategy aligned with its mission, which has been drafted as a Strategic Plan for 2012-17. It is aware of its quality assurance responsibilities, for which it has established an Internal Quality Assurance and Curriculum Unit. It assembles a thorough annual monitoring report, which it makes available to all staff and students and submits to the Ministry of Education and Sport. MUA is well-organised and has appropriate structures to

carry out its mission to deliver quality education to first-cycle and second-cycle students through its six departments within two faculties. There is, however, a lack of transparency of decision-making at the most senior management level of MUA, which is a weakness. The review team recommends for immediate attention that MUA clarify the relationship between the Mediterranean Centre, the Administration Board and the Academic Senate in writing, and publish the minutes of the Mediterranean Centre meetings. MUA conducts market research to accomplish its mission and monitors the employment of its graduates. It collaborates with partners locally, nationally and internationally to the benefit of its staff and students. International staff and students also attend MUA, but there is no written policy for the integration of international staff and students, which is a weakness. The review team recommends for attention in the near future that MUA write and implement an integration policy for foreign staff and students.

The Standards for Resourcing are substantially met. Three standards are not fully met - **Chapter III Standard IV.2**; **Chapter III Standard IV.4**; and **Chapter III Standard VII.2** - but this does not present a serious risk to the management of the area. MUA openly recruits staff through a transparent advertising policy. It does not have a formal integration policy for its staff, which is a weakness, although staff do understand their responsibilities through their employment contracts. The review team recommends for attention in the near future that MUA write and implement an integration strategy for its academic, scientific research and administrative staff. MUA periodically assesses the skills of its staff. It pursues a social development policy, but it does not pursue a policy for life and health insurance for both local and visiting staff and students, which is a weakness. The review team recommends for attention in the near future that MUA write and implement a policy for life and health insurance for local and visiting staff and students. MUA manages its budget according to procedures defined in legal documents and financial statements are certified by an independent auditor. It has an adequate information management system, through which it effectively manages its operations. Staff and students do not, however, have external access to electronic resources, which is a weakness. The review team recommends for immediate attention that MUA develop its information system to ensure that staff and students have external access to electronic resources. MUA manages its real estate well and stores its archive in line with its internal regulations. It has an adequate and contemporary infrastructure for the development of its activity. MUA possesses full documentation of its academic activity in hard copy.

The Standards for the Curriculum are fully met. Although the review team did not identify any features of good practice, it did not identify any weaknesses. MUA offers study programmes in accordance with its mission and its admission criteria are clearly defined in its regulations. The study programmes, including short-term courses, are offered in line with its developmental strategy with local, national (particularly law) and international (particularly international relations) trends. The programmes are clearly defined so as to be easily understood and offered within the capacities, both human and physical, of the University. First-cycle programmes provide students with basic knowledge. They are drafted to help students acclimatise to the University, and MUA staff also help with that acclimatisation. Second-cycle programmes rely on research-active staff and collaborative partner input. MUA has designed its programmes according to the Bologna Process to provide opportunities for student mobility in Europe. Its study programmes blend theoretical and practical work, which prepares students for employment.

The Standards for Teaching, Learning, Assessment and Research are substantially met. One standard is not fully met - **Chapter I Standard II.4** - but this does not present a serious risk to the management of the area. All elements of student study programmes are effectively organised and applied, including those involving placement and internship, and MUA provides students who have passed all elements with a diploma. MUA ensures that all study programmes are continuously improved under the oversight of its Internal Quality

Assurance and Curriculum Unit. The absence of an institutionally effective approach to promoting continuous improvement in teaching quality for all academic staff is a weakness. The review team recommends for immediate attention that MUA implement an effective system and accompanying procedure to develop all teaching staff in teaching, learning and assessment. MUA's success at research development and internationalisation, although limited, is adequate for an institution that does not deliver third-cycle education. It is taking steps to improve in light of its future plans to begin third-cycle studies. The team affirms MUA's new scientific work plan based on the main pillars of the University's scientific research priorities to focus research output. MUA provides a moderate amount of continuity for a young institution. It evaluates its research and engages in a limited amount of transfer of research outcomes.

The Standards for Students and their Support are substantially met. One standard is not fully met - **Chapter I Standard III.8** - but this does not present a serious risk to the management of the area. MUA pursues the correct policy for new students' entrance. It informs and communicates with its staff and students effectively through face-to-face meetings, email, telephone, social media and its website. It has appropriate structures in place to mentor and guide students through their study programmes, including through its academic mentors and support services, particularly the Student Counselling and Career Office. Tutors guide and advise students on their further studies, but some tutors advise up to 200 students. MUA supports special category students, but it does not offer part-time study. It provides the basic literature, in both hard copy and electronic format, for student needs, and intends to provide more electronic library services. MUA encourages students to participate in institutional life through its support of the Students' Council and through student representation on its governing bodies. It does not, however, adequately pursue a policy to assure the cultural and sports quality of student life, which is a weakness. The review team recommends for attention in the near future that MUA establish a policy to assure the cultural and sports quality of student life. MUA assists students' transition into employment with its dedicated Student Counselling and Career Office and its numerous collaborative agreements with local institutions.

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

Summary of findings

Good practice

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

Weaknesses

The review team identified the following weaknesses:

- the lack of transparency of decision-making at the most senior management level (paragraph 1.8; **Chapter III Standard II.3**)
- the absence of a written integration policy for foreign staff and students (paragraph 1.12; **Chapter III Standard III.4**)
- the absence of a formal integration strategy for all staff (paragraph 2.2; **Chapter III Standard IV.2**)
- the absence of a policy for life and health insurance for local and visiting staff or students (paragraph 2.4; **Chapter III Standard IV.4**)
- the lack of external access to electronic resources for staff and students (paragraph 2.10; **Chapter III Standard VII.2**)
- the absence of an institutionally effective approach to promoting continuous improvement in teaching quality for all academic staff (paragraph 4.4; **Chapter I Standard II.4**)
- the absence of a supportive policy to assure the cultural and sports quality of student life (paragraph 5.8; **Chapter I Standard III.8**).

Recommendations

The review team identified the following recommendations:

- for immediate attention, clarify the relationship between the Board of the Mediterranean Centre, the Administration Board and the Academic Senate in writing, and publish the minutes of the Board of the Mediterranean Centre meetings (paragraph 1.8; **Chapter III Standard II.3**)
- for attention in the near future, write and implement an integration policy for foreign staff and students (paragraph 1.12; **Chapter III Standard III.4**)
- for attention in the near future, write and implement an integration strategy for its academic, scientific research and administrative staff, especially to support its Internationalisation Strategy (paragraph 2.2; **Chapter III Standard IV.2**)
- for attention in the near future, write and implement a policy for life and health insurance for local and visiting staff and students (paragraph 2.4; **Chapter III Standard IV.4**)
- for immediate attention, develop its information system to ensure that staff and students have external access to electronic resources (paragraph 2.10; **Chapter III Standard VII.2**)
- for immediate attention, implement an effective system and accompanying procedure to develop all teaching staff in teaching, learning and assessment (paragraph 4.4; **Chapter I Standard II.4**)
- for attention in the near future, establish a policy to assure the cultural and sports quality of student life (paragraph 5.8; **Chapter I Standard III.8**).

Affirmation of action being taken

The review team affirms the following action already in progress:

- MUA's new scientific work plan based on the main pillars of the University's scientific research priorities to focus research output (paragraph 4.8; **Chapter II Standard I.4**).

Summary of judgements for each Evaluation Area

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

Summary judgement

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

Detailed report

Evaluation Area 1: The Organisation and its Management

1.1 MUA was created by the Council of Ministers Decision No. 177 and operates with institutional autonomy and academic freedom based on the Law No. 9741 'On Higher Education in the Republic of Albania, as amended'. It is a private higher education institution, secular and non-political, that conducts teaching and research. **[SER p.7; 5; 1 Articles 1, 3; 2 p.1]** The Statute defines its Mission as to contribute to the qualitative development of higher education in the fields of political science, international relations and diplomacy, and economic sciences. **[5; 1, Article 4]** MUA aims to prepare specialist and prominent leaders in the public, private and non-profit sectors, and to generate ideas that give answers and solutions to current and future challenges of the country and regional development. **[12 p.3]** MUA is owned by the Mediterranean Centre Ltd, which takes decisions on its policy development and expansion. **[5; 1, Article 2]** A new structure described by the Self-Evaluation Group as a 'dynamic approach to change' **[SER p.6]** was approved by the Board of the Mediterranean Centre in 2014, effective from 2015. **[3]** Third-cycle study programmes are due to commence in 2017. MUA is currently awaiting a decision from the Ministry of Education and Sport for approval of its new Statute and request to become a university. **[B1.3] [Chapter III Standard I.1]**

1.2 The highest administrative body responsible for fulfilling the mission of MUA is the Board of the Mediterranean Centre, which meets at least twice each year. The management authorities are the Rector, Dean and Head of Department. The collegial governing bodies are the Academic Senate, Faculty Council and the Ethics Council. **[SER p.6-7; 1; 4]** The organisation and responsibilities of these authorities and bodies are detailed in the Statutes. The Academic Senate, chaired by the Rector, is the collegial, decision-making body, managing and organising the academic activity of the University. **[SER p.6-7; 1, Article 15]** It schedules, coordinates, directs and controls teaching and research activities, and assesses their effectiveness. The Rectorate is the executive governing body responsible for the implementation of Academic Senate decisions. It prepares long-term plans, drafts an annual programme of activities, recommends projects on teaching and research, monitors and publishes the evaluation of activities, oversees staffing numbers, and prepares the Annual Report for the Senate. **[SER p.6-7; 1, Article 16]** The Administrative Council supervises administrative and financial activity. It approves the criteria for resource allocation, drafts an annual financial report and assesses development plans. **[SER p.6-7; 1, Article 17]** The Faculty Council is a decision-making body within each faculty and is chaired by the Dean. It meets at least every three months. It determines resource allocations for the departments, considers proposals for new programmes for teaching and research prior to submission to the Senate, considers the opening and closure of departments, produces an annual report on teaching and research activities, and submits proposals to the Senate for strategic planning in the faculty. **[SER p.6-7; 1, Article 18]** The Advisory Board is a consultative body with four members from different teaching and research fields. It meets at least twice each year to review and assess MUA activities and its development plan. It suggests opportunities for expansion and comments on the use of financial resources. **[SER p.6-7; 1, Article 19]** The review team asked for evidence of minutes of meetings and outputs on three occasions, but none was forthcoming. **[M12]** The Advisory Board forms the Editorial Board of the journal 'Euromediterranean' and has been involved in the organisation of three conferences in 2010, 2015 and 2017. **[C8]** The Ethics Council discusses ethical issues and submits proposals to the Rector at least twice each year. **[SER p.6-7; 1, Article 20]** The Rector told the review team that the Council is composed of three elected members, one of them a student, **[M1]** but the Statute states that it consists of three people selected by the Academic Senate, one member of the Founding Centre and two reputable professionals of ethics. **[1, Article 20]** The review team was unable to resolve this contradiction. Recent

examples of activity referred to were the relatively poor behaviour of new students, dealing with teachers who make mistakes, **[M1 Rector]** and generating a dress code for employees and students. **[B1.2]** A Scientific Committee is responsible for the organisation of second-cycle study programmes, **[1, Article 22]** and the Council of Professors is responsible for the organisation and management of doctoral studies and post-doctoral training. It will function by providing curricula for the third-cycle as from 2017. **[1, Article 21]** The Rector is responsible for the organisation and management of the whole University and is appointed for a four-year term by the Mediterranean Centre, with the consent of the Board of Trustees. **[1, Article 23]** The Dean is the academic authority leading the faculty, who is appointed by the Rector for a four-year term. **[1, Article 24]** The Head of Department, proposed by the Dean and appointed by the Rector, is the highest authority in the department. **[1, Article 25]** An Academic Administrator is appointed by the Rector to be responsible for the daily administrative and financial management of the entire University. **[1, Article 26]** All decision-making bodies operate according to detailed descriptions defined in the Statute in separate articles. **[SER p.6-7; 1] [Chapter III Standard I.2]**

1.3 MUA encourages constructive debate. Materials for discussion are circulated before governing bodies meet. **[13, Article 4; 4.2; 14, Article 4, 4.2]** The Academic Senate meets at least four times each year and decisions are forwarded to academic, administrative and support staff. **[1, Article 15]** Faculties and departments implement the decisions of the Senate. Decisions are archived and their implementation is monitored. **[B1.1.2.c] [Chapter III Standard I.3]**

1.4 The Internal Quality Assurance and Curriculum Unit and the Quality Commission assess the effectiveness of the teaching, research and administration processes, with periodic reports to the Rectorate. **[SER p.8]** The Statute for the Internal Quality Assurance and Curriculum Unit, however, refers to it only ensuring the quality of the teaching process. **[1, Article 1; 10]** When asked to clarify the difference between the Unit and the Commission, the Vice-Rector, Research, stated that the functions of the two were in fact the same. **[M3]** The review team was unable to resolve this contradiction. An Internal Quality Assurance and Curriculum Unit report to the Rector contained an evaluation of the quality of teaching and learning during the first term of the 2016-17 academic year. This involved class observations, student surveys, performance in assessments and the drafting of examination papers. **[B1.8]** MUA has engaged foreign experts to assist its functions. A visiting professor delivered a course on European law and economics to prepare students for careers in the EU as Albania integrates into it. **[SER p.8; B1.8]** There are opportunities for European funding, international collaboration and the mobility of academic staff and students. The Annual Report lists examples of international funding and mobility, **[12 p.20-27]** and there has been a recent successful bid for Erasmus+ funding, and Capacity Building Youth in partnership with organisations in 11 countries. **[B1.10] [Chapter III Standard I.4]**

1.5 MUA has a developmental strategy, drafted according to its mission as a Strategic Plan for 2012-17 for institutional development, research collaboration and internationalisation, based on the laws in Albania. The University aims to be an active part of the European Area of Higher Education. **[SER p.8; 11]** The Strategy has four key principles: consolidate the fields of Economics, Political Science and International Relations; strengthen and expand relationships with other universities both in Albania and internationally; build relationships with public institutions in MUA's fields of study; and adjust the institutional organisation with changes in legislation. Students were not consulted in the preparation of a new Strategic Plan nor the Annual Report. **[M6]** In late 2017, MUA will offer third-cycle studies, improve the quality of teaching in accordance with European standards, develop research, increase the contribution to society and to regional and global development, and encourage international collaboration. A two-page report from the Rector to the Board of the Mediterranean Centre was produced in December 2016, noting cooperation agreements with 12 academic institutions in five countries. **[B1.11.1] [Chapter III Standard I.5]**

1.6 MUA submits its Annual Report to the Ministry of Education and Sport. [SER p.9; 12] The most recent one is a comprehensive 29-page document detailing MUA activities during the year. It is organised into seven sections: Implementation of Mission; Implementation of Annual Objectives; General Data; Fulfilment of Governing Students; Cooperation and Research; Finance and Resource Management; and Marketing and Assessment. This 23-point plan, in Albanian and dated 8 June 2017, lists tasks and identifies people responsible for carrying them out, which indicates clear monitoring and oversight. There is also an action plan derived from the 2015-16 Annual Report. [C1] Academic staff provided input to the Annual Report by being involved in drafting contributions to it in departmental meetings. [M11] [Chapter III Standard I.6]

1.7 MUA is organised into units according to its academic disciplines, with two faculties as main units, each with three departments and associated administrative offices. [SER p.9; 1, p.10-14] The department is the basic unit at MUA and is central to all academic staff activity. In weekly meetings, which students do not attend, it promotes, coordinates and manages teaching, research and scientific activities while respecting the academic freedom of staff. [M4] Each department submits a summary of its activities to the Dean for inclusion in the Annual Report. [M4] The Research and Development Centre conducts research and participates in the development of study programmes. Other units, such as the library, service the departments. A request for details of ongoing research and for examples of how research influences the development of new programmes was answered with a single reference to one monograph. No further details were provided. [B 1.12] The official MUA website contains information for prospective students and the public. [SER p.10; website] [Chapter III Standard II.1]

1.8 MUA functions through the vertical integration of its councils, the powers of which are defined in the Statutes and Regulations. It is through membership of these bodies that academic staff contribute to the decision-making process. [SER p.10; 13; 14; 15; 16; B1.1.2.c; B1.1.2.d; M11] Formal outcomes are communicated to staff and students by email from the Rector's secretary. [M3] The SER states that all 'decisions are forwarded to academic staff as well as administrative and support staff, in order to achieve vertical and horizontal information of any decision'. [SER p.7] This appears to be true for all boards [B1.1.2.a; B1.1.2.b; B1.5] except the Board of the Mediterranean Centre, activities of which are neither minuted nor published. [M12] The Board of the Mediterranean Centre makes decisions after considering proposals from the internal governing bodies of MUA in accordance with the laws and regulations of higher education in Albania. [1, Article 2] The review team was unable to find minutes or written evidence of the Board of the Mediterranean Centre activities. Furthermore, despite repeated questioning, senior managers were unable to clarify the relationship between the Board of the Mediterranean Centre, the Administration Board and the Academic Senate. [M12] The review team found the lack of transparency of decision-making at the most senior management level to be a **weakness**, as it means that decisions that could directly affect all MUA staff are neither recorded nor known. It **recommends** that MUA, for immediate attention, clarify the relationship between the Board of the Mediterranean Centre, the Administration Board and the Academic Senate in writing, and publish the minutes of the Board of the Mediterranean Centre meetings. [Chapter III Standard II.3]

1.9 MUA market research is based on the Eurostat Methodology to consider the job market at the national level and to provide an analysis of supply and demand. [17] The Vice-Rector plans to conduct a detailed analysis relevant to all MUA faculties. [M3] There is no evidence of a market research strategy or policy. A report to the Rector, regarding the employment prospects of master's students in economics and political sciences during 2014-16, was based on a 2016 telephone questionnaire to all second-cycle graduates. Of 128 students enrolled in 2014, 81 per cent who graduated in economic sciences are employed in the discipline. For the 119 master's students who enrolled in political science in 2014, 46 per

cent were employed in the discipline. **[18]** Sixty-one per cent of graduates from the first-cycle are employed - 68 per cent of whom are employed in their first-cycle study area and 32 per cent are employed outside of it. **[B1.14]** MUA is therefore appropriately informed and aware of the employment opportunities of its graduates. **[Chapter III Standard III.1]**

1.10 National and international cooperation features strongly in the Strategic Plan. **[SER p.11; 11; 19.1; 207]** MUA seeks and organises agreements with higher education institutions and organisations that have similar goals in European and Mediterranean areas. European programmes aim to enhance the mobility of staff and students. **[19.1]** MUA had five projects accepted in 2016-17, four of which are EU funded. A further five projects are ongoing, with a regional international focus. Academic staff continue to pursue similar activities supported by EU and Erasmus+ funds. **[B1.15; M10]** **[Chapter III Standard III.2]**

1.11 MUA collaborates with other organisations in both teaching and research to improve the employment prospects of its graduates and MUA staff participation in research projects. It has cooperation agreements with 23 regional and international universities and 24 non-academic institutions in Albania. **[SER p.12; 19.1; 20]** Staff also collaborate with independent authorities in Albania related to the justice sector. Thirty-five government institutions and private companies offer internships for its students. **[21]** Alumni mentioned positive research collaborations with academic staff and that students gained useful data for their master's theses through internships. **[M7]** **[Chapter III Standard III.3]**

1.12 The recently produced draft Strategy for Internationalisation, owned by the International Office, working with the Rector in collaboration with the academic departments and researchers, **[2, Article 23]** attaches great importance to internationalisation, with five strategic goals. These are to encourage and support international mobility of staff, students and researchers; to encourage collaboration at international levels; to create and expand an international bilingual campus; to support international student success and completion of their diploma; and to enhance intercultural awareness within the MUA administration. **[B1.18.b]** While accepting that this Strategy is new, there was no further evidence available to the review team as to how these strategic and aspirational goals are to be addressed, nor an indication of progress being made. MUA financially supports participation in international activities at both the institutional and personal level. **[SER p.13; 20]** Foreign lecturers and international representatives also come to MUA. **[22]** MUA makes funds available for travel in the EU. **[B1.1.1.b; B1.18.a; B1.18.b]** It has also applied for Erasmus+ and TEMPUS programmes to fund the mobility of staff and students. To date, only four students have been involved in student exchanges. One attended an activity on leadership; one travelled to Poznan, Poland to attend an Erasmus+ training course from 29 October 2015 to 6 November 2015; a further student attended 'Training Multipliers in Street Campaigning' in Ulquin, Montenegro from 13 to 22 November 2015; and another attended a seminar on student unemployment with students from 12 countries. **[M6; C11]** International collaboration is managed through the Careers Office. **[M7]** Lecturers stated that there was an integration policy for foreign staff and students, and one gave a personal example; however, when the review team requested the written documentation, none was produced. The team found the absence of a written integration policy for foreign staff and students to be a **weakness**. It **recommends** that MUA, for attention in the near future, write and implement an integration policy for foreign staff and students (see also paragraph 2.2). **[M11]** **[Chapter III Standard III.4]**

Findings

Good practice

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

Weaknesses

The review team identified the following weaknesses:

- the lack of transparency of decision-making at the most senior management level (paragraph 1.8; **Chapter III Standard II.3**)
- the absence of a written integration policy for foreign staff and students (paragraph 1.12; **Chapter III Standard III.4**).

Recommendations

The review team identified the following recommendations:

- for immediate attention, clarify the relationship between the Board of the Mediterranean Centre, the Administration Board and the Academic Senate in writing, and publish the minutes of the Board of the Mediterranean Centre meetings (paragraph 1.8; **Chapter III Standard II.3**)
- for attention in the near future, write and implement an integration policy for foreign staff and students (paragraph 1.12; **Chapter III Standard III.4**).

Affirmation of action being taken

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

Judgement

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

Evaluation Area 2: Resourcing

2.1 MUA pursues an open policy of human resources employment and recruitment. It publishes its organisation chart. **[5]** It also publishes vacancies for academic staff and the selection criteria. Recruitment procedures are adequately described. **[SER p.14; 2, Articles 24, 25]** The process is initiated by the Dean and the respective Head of Department is fully involved. **[M4]** The hiring of teaching, scientific and administrative staff is in accordance with the Law No. 9741, 'On Higher Education in the Republic of Albania'. **[23.1]** Regarding promotion, the process of becoming a Dean or Head of a Department is open to internal academic staff that meet minimum legal and local criteria. According to Law No. 20 (2015), 'On higher education and scientific research in higher education institutions in the Republic of Albania', applicants should hold at least a PhD for Dean and Associate Professor for the position of Head of Department. Local criteria include work and administrative experience within the University, and public engagements in written and visual media. **[Clarifications 2.4; Annex 2, Article 26]** MUA prioritises the recruitment of qualified candidates from internationally recognised universities with appropriate qualifications. **[20] [Chapter III Standard IV.1]**

2.2 MUA does not have a formal integration policy for its staff. **[M11]** The review team was told of a four-session, generic training programme that took place for 10 new staff between 30 September and 9 December 2016. **[C13; M11]** This included an introduction to the Regulations of MUA, **[A13]** meetings with professors on how to build a thesis, instruction on how to evaluate students, and a seminar on the cultural background of students. **[M11]** The review team found the absence of a formal integration strategy for all staff to be a **weakness**. It is **recommended** that MUA, for attention in the near future, write and implement an integration strategy for its academic, scientific research and administrative staff, especially to support its Internationalisation Strategy. **[B1.18b, Goal 1, paras 1 and 2, p. 2]** MUA organises various staff activities on festive days and other special events to integrate its staff into its social life. **[SER p.14 with social media link] [Chapter III Standard IV.2]**

2.3 MUA assesses staff skills periodically. They are evaluated when a contract is signed **[23.2; 23.3]** and programmes are designed to strengthen them. **[SER p.15; C13; M11]** During the annual evaluation of performance, the line manager uses a form to identify strengths and further areas for professional development. **[24.1, p.5]** Staff appraisal and evaluation operate through self-assessment and superior appraisal by the Head of Department, Dean or Rector, with teaching evaluation input from students and the Internal Quality Assurance and Curriculum Unit. **[SER p.15; 24.1; 24.3]** An evaluation team of the Internal Quality and Assessment Unit observes lectures and completes a 15-point analysis, which includes sections on content, delivery and summary. **[24.3]** In addition, the Unit undertakes a further assessment of teaching and learning in faculties. With the Faculty of Economic Sciences, this involved an analysis of lectures, the drafting of examination papers, procedures for the student survey and the internship. The report listed positive elements and areas for improvement with an action plan. The latter included teaching quality, uniformity of assessment, invigilation and the need for a form to summarise progress in internships. **[34]** Students evaluate their lecturers by surveys at the end of each semester. **[24.2; 33]** Second-cycle students mentioned an occasion when a lecturer was presenting a complex topic and was asked to slow down his pace of delivery, which he agreed to do. **[M6]** The Human Resources Office provides an annual objective evaluation prior to the offer of a contract for the following year. Criteria for staff to apply for promotion are published. **[2, Article 26] [Chapter III Standard IV.3]**

2.4 MUA organises social events for its staff and students, including blood donation events, fundraising events for women prisoners, and activities to support SOS Children's Village. It also promotes social dialogue. **[SER p.15; <http://umsh.edu.al/news-category/te->**

[reja/; http://umsh.edu.al/newscategory/vizite-ne-strasbourg/;](http://umsh.edu.al/newscategory/vizite-ne-strasbourg/)

<http://umsh.edu.al/news/une-dhuroj-po-ti/>] The review team found the absence of a policy for life and health insurance for local and visiting staff or students to be a **weakness**. [M6; Clarifications 2.3] It **recommends** that MUA, for attention in the near future, write and implement a policy for life and health insurance for local and visiting staff and students. [M6; Clarifications 2.3] [*Chapter III Standard IV.4*]

2.5 MUA implements clear rules and responsibilities for the effective management of human resources, mainly through its Human Resources Office. Its responsibilities are clearly detailed in the regulations of the University, [SER p.16; 2, Articles 24 and 25] which include the relationship between job descriptions and the way people are managed. [23.1; 23.2; 23.3; 5] [*Chapter III Standard II.2*]

2.6 Budgets are drafted in November of each year in the departments and approved by the Senate. Final decisions are made by the Administration Board by 31 December. Funds are allocated according to a list of items for expenditure. [SER p.16; 25] Typical items requested include books, equipment, funding for conference attendance, and costs for publication of articles. [M2] Outcomes are published internally, which ensures the transparency of resource use from the Rectorate and Academic Senate to staff. [M3] The budget meets the requirement of the law on higher education, the law on non-profit organisations, and legislation on tax procedures in the Republic of Albania. [*Chapter III Standard VI.1*]

2.7 The structures for financial management and policy implementation are defined in legal acts and functional obligations. [SER p.16; 1; 2] To guarantee the objectivity of evaluation and implementation of financial management, an internal audit controls the procedures of the Finance Office. Except for the Board of the Mediterranean Centre (see paragraph 1.8), MUA pursues a transparent policy of resource use, follows principles of accounting and periodically monitors financial indicators. The Finance Office operates in accordance with national accounting standards, approved by the law No. 9228. Financial statements are certified by an independent auditor, published, and declared on the online tax system. [Clarifications 2.6] [*Chapter III Standard VI.2*]

2.8 MUA has an internal audit body that monitors the use of funds and materials and reports to the Administration Board according to the rules and articles established by the Mediterranean Centre. [SER p.17; B2.7] Independent accounting experts evaluate the financial statements when they close, according to the legislation in force. [SER p.17] [*Chapter III Standard VI.3*]

2.9 A suitable information system operates efficiently for teaching, communicating and coordinating the work of academic staff, administrative staff and students. [SER p.17] The company BNT Electronics monitors the effectiveness of the IT system on a monthly basis. [Clarification 2.8; 19.1] The official website and social networks provide information about the University. [www.umsh.edu.al] [*Chapter III Standard VII.1*]

2.10 The communication process, including the official website, was reorganised in 2016-17 by the Information Technology Office. Each student and member of staff has a personal account. Lecture halls are equipped with computers and projectors. Laboratories and libraries have computers with Windows 7 and Microsoft Office. Dedicated programmes are available for foreign languages, finance and social sciences. [SER p.18; M6; M9] The staff and student manuals describe training for staff and students. [Clarifications 2.9] There is no virtual learning environment and MUA does not deliver distance education. [M9] The review team found the lack of external access to electronic resources for staff and students to be a **weakness**. [M5; M] It **recommends** that MUA, for immediate attention, develop its

information system to ensure that staff and students have external access to electronic resources. **[Chapter III Standard VII.2]**

2.11 The Rector is responsible for the functioning of the whole University and is thus responsible for the management of the estate. **[1, Article 23]** MUA operates in functional, modern buildings opened in 2012 and 2017, which have good lighting and heat control. Teaching rooms are functional and appropriately equipped. Social space is dispersed, with an open, well-lit refreshment zone. Wi-Fi is available throughout. **[SER p.18; 25; M9]** The review team requested evidence of safety documentation and building usage, but the documents, although cited in MUA's response to the request, were never provided. **[B2; B2.10; B2.11] [Chapter III Standard VII.3]**

2.12 The MUA archive is located next to the library and stores hard copies of student records. **[M9]** Electronic copies are also stored (see paragraph 2.15). All publications are considered to add value to the national wealth and are housed in the library. This facility is considered adequate for maintaining and storing MUA's academic heritage (see also paragraph 5.5). **[SER p.19; M9] [Chapter III Standard VII.4]**

2.13 MUA has appropriate facilities to perform its functions, such as well-equipped teaching rooms, lecture theatres, laboratories and workshops. Facilities for academic and support staff are appropriate. **[SER p.19; M9]** The building and facilities are available according to market demand for extracurricular activities, such as private, scientific or social events. Income thus generated is used to further improve the infrastructure in the building. **[SER p.19-20; B2.11]** While the review team could find no evidence of a formal marketing strategy, they noted a detailed report on labour market research in Albania, dated 2015, which had been used to inform new study programmes at the University. **[17; M2] [Chapter III Standard VII.5; Chapter III Standard VII.6]**

2.14 MUA provides appropriate facilities and infrastructure for academic and scientific activity. As far as the review team was able to assess, the requirements for student space, lighting, heating, cooling, water and electricity supply, and hygiene standards are met, and further improvements are planned. **[SER p.20-21; M9] [Chapter III Standard V.1]**

2.15 Documents of academic activity are maintained in both electronic form and on paper at all levels. These are collated, processed and managed by the Faculty Coordinator, **[SER p.21; A26]** and archived at the end of the academic year. Detailed records are kept for students from enrolment to graduation and are updated both electronically and in hard copy by the teaching secretariat. **[SER p.21; M4] [Chapter III Standard V.2]**

Findings

Good practice

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

Weaknesses

The review team identified the following weaknesses:

- the absence of a formal integration strategy for all staff (paragraph 2.2; **Chapter III Standard IV.2**)
- the absence of a policy for life and health insurance for local and visiting staff or students (paragraph 2.4; **Chapter III Standard IV.4**)
- the lack of external access to electronic resources for staff and students (paragraph 2.10; **Chapter III Standard VII.2**).

Recommendations

The review team identified the following recommendations:

- for attention in the near future, write and implement an integration strategy for its academic, scientific research and administrative staff, especially to support its Internationalisation Strategy (paragraph 2.2; **Chapter III Standard IV.2**)
- for attention in the near future, write and implement a policy for life and health insurance for local and visiting staff and students (paragraph 2.4; **Chapter III Standard IV.4**)
- for immediate attention, develop its information system to ensure that staff and students have external access to electronic resources (paragraph 2.10; **Chapter III Standard VII.2**).

Affirmation of action being taken

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

Judgement

The Standards for Resourcing are substantially met.

Evaluation Area 3: The Curriculum

3.1 MUA study programmes are consistent with the University mission, which is focused on the education of specialists in different areas of social studies. The University offers single and interdisciplinary study programmes, unique in Albania, in two study cycles: six bachelor's and 12 master's programmes. Study programmes are aligned to the needs of labour market changes and competition. **[SER p.22; 11 p. 327 Data for study programs; M2]** MUA provides information to prospective students regarding its study programmes through informative leaflets, its official website and a marketing campaign. The University also maintains contact with secondary education institutions through the Regional Education Departments. **[SER p.22; 27; <http://umsh.edu.al/Fakultet>; <http://umsh.edu.al/fushata-e-marketingut>; B3.2; M5]** **[Chapter I Standard I.1]**

3.2 MUA admission criteria and application procedures are clearly defined in its regulations. They are drafted and updated by a special committee of professors taking into account the admission criteria imposed by the Ministry of Education and Sport and the specific criteria decided by MUA itself. The Academic Senate approves the admission criteria for each academic year. Criteria are in line with those stipulated by the Ministry for both study cycle programmes. Academic studies can be pursued by Albanian nationals, ethnic Albanians and non-Albanians, but the teaching is provided only in Albanian. The regulation clearly defines rules for the assessment of students' skills. **[SER p.22; 2, Articles 29, 30, 31, 32, 36, 37; B3.3.a; B3.3.b; GID p.5; M3]** **[Chapter I Standard I.1]**

3.3 All MUA study programmes are offered only on a full-time basis. **[SER p.22; 2, Article 33 p. 20]** It also provides a number of short-term courses by using its own human resources and in cooperation with other domestic and foreign partners. Proposals for such courses originate in the departments and are tailored to respond to the market demand for specialisation. Courses have been licensed and accredited by the Ministry of Social Welfare and Youth. MUA is in process of obtaining renewed licenses. **[SER p.23; B1.9; B3.4; M3; <http://umsh.edu.al/category/education/>]** **[Chapter I Standard I.2]**

3.4 MUA study programmes align closely with its Strategic Plan. It is in the process of reorganisation and a new faculty will open in late 2017. The reorganisation aims to improve the academic offer in line with long term strategic objectives, job market needs and economic development policies. MUA aims to be a university that organises programmes in the first, second and third-cycle of studies and that offers a high quality of teaching in accordance with the standards of the European Higher Education Area. **[SER p.23; 11 p.3-5; M1]** All study programmes coherently integrate information on diplomas that are issued at the end of the studies. **[6 p.11; 7, Article 25 p.13; 8, Article 24, p.10; 9, Article 24, p.14]** **[Chapter I Standard I.3]**

3.5 MUA has a strategy that is in line with the National Development Strategy of Higher Education; the National Strategy for Science, Technology and Innovation; and labour market needs. It offers programmes in line with national and international trends. **[SER p.22; 11 p.2]** Proposals to open new study programmes in social-psychology, tourism and law were based on the development of the local economy and labour market needs. MUA has suitable procedures in place to design and approve new study programmes. Departments are responsible for the design of new study programmes, which are also discussed and approved by Faculty Councils. The Academic Senate then approves new study programmes based on the proposal of the Faculty Councils. **[1, Articles 15 and 18]** MUA is part of two university networks - Euro-Mediterranean University and Eurasia - and has unified some specific modules of its curriculum with those of some of the universities of these networks. **[SER p.24; M2; M3; 19.1; B3.11]** **[Chapter I Standard I.4]**

3.6 The teaching load of academic staff is allocated in accordance with by-laws, regulations of the University and norms established in public universities. [SER p.24; 2, Article. 26, 2; M2] The total workload is 1,784 hours per year. Workloads are written into the individual employment contracts of academic staff. Study programmes are organised in such a way as to provide a balance for academic staff, including professors, of a teaching load distributed between academic teaching, scientific research and administrative work. There are also differences in distributing the workload between academic and management staff. Exceeding the workload is financially compensated by the University. [23.2, p.4, 7.1; 23.3, Annex A, 2016; C4] [Chapter I Standard I.5]

3.7 Students are informed about their study programmes, which are easily understood. MUA publishes all teaching plans on its website. [SER p.25; <http://umsh.edu.al/fakultetet/fakulteti-i-shkencave-ekonomike/programet-e-fakultetit-teshkencave-ekonomike/>; <http://umsh.edu.al/fakultetet/fakulteti-i-shkencave-juridike-dhe-politike/>] Study programmes and their objectives are clearly defined. [6, p.5; 7, p.6; 8, p.3; 9, p.7] The admission criteria for students in each study level are accurately defined and published on the official website and in other MUA documentation. [B3.3.a; B3.3.b; <http://umsh.edu.al/kriteret-e-pranimit/>; M6] [Chapter I Standard I.6]

3.8 First-cycle study programmes provide students with basic knowledge, general scientific methods, and principles for the relevant study field. The programmes allow a progressive transition from the first-cycle to the second-cycle. [SER p.25; 27] Syllabi are detailed and include theoretical knowledge and practical applications of that knowledge. [6; 7; 8; 9; 52] Each study programme is licensed by the Council of Ministers or Minister of Education. [27] There is a focus on special skills including foreign languages, computer knowledge, academic writing and practical work. [6, p.23-25; 8; SER p.12-17] MUA enables the transfer of students from other institutions. The Regulations of the University and specific legal acts are approved by the governing bodies of the University and determine the transfer criteria and procedures. [SER p.25; 2 Article 45-47; B3.6.a; B3.6.b] Study programmes allow the preparation of future specialists with a general scientific and civic training. [SER p.25; B3.7] [Chapter I Standard I.7]

3.9 MUA facilitates students' acclimatisation with the University environment. It organises an orientation week for new students. Study programmes are designed so that introductory lectures are delivered on modules during this week. A variety of alternative teaching methods are deployed by teaching staff in response to the needs of students. [SER p.26; B3.8; 2, Chapter VI, Article 28, point 6; 52] It provides scholarships to help students complete their studies. Procedures are set out in Annex A of the student's contract. [6, p. 21; M5] The recruitment of new staff is based on the following criteria: teaching, research and professional experience. Candidates who have graduated from overseas universities receive priority. [SER p.26; 20] Full-time academic staff deliver 79 per cent of the curriculum. [SER p.26; B3.12] [Chapter I Standard I.8]

3.10 MUA has set up working groups to draft and develop the curriculum of second-cycle study programmes. Members are staff that are research active in their respective fields or, occasionally, experts from appropriate disciplines in partner institutions. The study programmes of the Master of Science are drafted in order to support the MUA research policy. Some research work, such as EU integration or the avoidance of bad debt, is also used in the curriculum. [SER p.26; 3.11; M10; M11] MUA invites representatives from business community and foreign guests working for national and international institutions to lecture and to share their professional experience. [<http://umsh.edu.al/perfegesues-biznesi/>; 22; M7] The University collects information on graduate employment and reports it to the Rector. [SER p.26; 18] The University deploys only academic staff with scientific degrees to teach in the second-cycle of studies according to the legal requirements. Full-

time academic staff deliver 71 per cent of the curriculum to second-cycle study programmes. **[SER p.27; 20; B3.12] [Chapter I Standard I.9]**

3.11 All MUA study programmes are organised in accordance with the Bologna Process in European credits under the European System of Credit Transfer and Accumulation System (ECTS), which facilitates Albanian student mobility in Europe. **[6, Chapter IV, Article 16, p.10; 7, Chapter IV, Article 17, p.11; 8 Chapter IV, Articles 16-17, p.10; 9, Chapter IV, Articles 16-17, p.10]** MUA currently offers 12 of its accredited study programmes out of 18. **[GID p.5]** It issues a diploma at the end of each study programme that is associated with the supplement in Albanian and English. **[SER p.27; B3.5]** The study programmes enable equivalence and transfer of credits under the European system. Syllabi for each module are written in English, which helps with the transfer to European universities. **[SER p.27; 6-9]** MUA encourages the learning of foreign languages, mainly English, through English modules and English recommended literature in other modules. Students in the second-cycle undertake an English examination as required by the higher education law. **[no 80/2015; 7, Article 14; 9, Article 14]** MUA allows the transfer of credits without a review in the framework of mutual agreements with foreign universities. **[SER p.27; 19.1; B3.11] [Chapter I Standard I.10; Chapter I Standard I.11]**

3.12 Study programmes aim to balance theory and practice through the inclusion of practical exercises and seminars to support lectures, and this is clearly described in the syllabi. **[6-9; 52]** Students can thus apply the knowledge and skills offered by study programmes in practice. A good example is students' participation in the debate about the state budget in the Albanian Parliament. MUA also offers practical sessions for using professional computer accounting programmes and professional English language as an extracurricular module. **[SER p.28; <http://umsh.edu.al/news/mesdhetari-ne-kuvendin-e-shqiperise>; M7]** All study programmes include preparing a diploma thesis. The rules and standards for writing and evaluation the thesis are clearly defined in the study programme and the regulation. **[30; 2, Article 39, p.22]** MUA organises special events with the active participation of students. Out-of-class activities include visits to law courts, ideas fairs, attendance at conferences, political cinema, meetings with Students' Councils from other universities, and EU workshops. **[SER p.28; <http://umsh.edu.al/kinemaja-politike/>; <http://umsh.edu.al/kërkim-shkencor/promovime/>; <http://umsh.edu.al/panairi-i-ideve/>; <http://umsh.edu.al/kinemaja-politike/>; M5] [Chapter I Standard I.11]**

3.13 The curriculum aims to prepare students for the labour market and each study programme clearly defines the employment opportunities for students. Study programmes often offer special modules with knowledge from the socio-economic area and modules that are directly related to the field of employment specialisation. Students must also take a mandatory professional practice or internship and this is included in the curriculum. MUA has 35 bilateral agreements with public institutions and private companies to facilitate student internships. **[SER p.28; 6, p.5, 23-24; 7 p.6, p.27; 8, p.4, p.12-17; 9, p.8, p.16; 21; M7; M11] [Chapter I Standard I.12]**

Findings

Good practice

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

Weaknesses

The review team did not identify any weaknesses.

Recommendations

The review team did not identify any recommendations.

Affirmation of action being taken

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

Judgement

The Standards for the Curriculum are fully met.

Evaluation Area 4: Teaching, Learning, Assessment and Research

4.1 MUA has appropriate procedures in place to ensure the efficient organisation and documentation of study programmes. Departments hold all the documentation, including lesson plans and standard template module syllabi. MUA also has procedures in place that regulate the improvement and updating of study programmes. The departments and/or academic staff propose programme changes and the Faculty Councils approve them. [SER p.29; 31, p.3] MUA coordinates the work of the academic staff to ensure the full delivery of the curriculum for each study programme. The work and, if necessary, appropriate training of academic members of staff are planned at the beginning of the new academic year. This includes cross-department interdisciplinary collaboration. [M2; M11; C4] Internships are well managed to recognise student achievement. Student work is monitored and evaluated by people appointed in the host institution. They liaise with lecturers at the University. [SER p.29; 21; B4.2; M5; M7; C9; C10] MUA makes available the main, recommended and additional literature to its students for all study programmes. Students commented that they have very good access to sufficient editions of textbooks, academic journals and literature in foreign languages. [M5; M6; Student Questionnaire, 11.iv and 13.i-x] In addition to adequate hard copy material there is also an electronic library, which consists of scanned materials specified for courses. MUA also provides audio-visual materials to support teaching, especially for the international law and political science modules. [SER p.29; M9; <http://umsh.edu.al/kinemaja-politike/>] [Chapter I Standard II.1; Chapter I Standard II.3]

4.2 Examination rules and requirements are approved by the Academic Senate and made known through the MUA Regulations, the regulations of study programmes and the syllabi of modules. [2, Articles 36 and 37, p.21-22; 6, Chapter V; 7, Chapter V; 8, Chapter V; 9 T, Chapter V] Graduation criteria are approved by the Senate. All information related to the graduation process is published on the official website. [SER p.30 <http://umsh.edu.al/procesi-i-diplomimit/>; 32.1; 32.2; 32.3] The administration of student course evaluations is a confidential process carried out by the teaching secretariat. The teaching secretariat also notifies students of their exam marks no later than five days after exams through confidential email. Students have two days to appeal to the Dean, who sets up a commission to investigate. They can also consult with tutors on the outcomes of their exams. Students confirmed that the evaluation is confidential and that they have received satisfactory responses to their complaints. [SER p.30; M5; M6; B4.6] Students completing all of their degree requirements, detailed in the study programme, are awarded a diploma, an official transcript and the respective diploma supplement. [2, Article 51, p.27; B3.5] [Chapter I Standard II.2]

4.3 The University has procedures in place to monitor the teaching process. Lectures are evaluated in several ways, such as: day-to-day monitoring that classes are taking place from the teaching secretariat; staff evaluation by the Head of Department; and monitoring of the quality of teaching by the Quality Commission established for this purpose by the Internal Quality Assurance and Curriculum Unit. [SER p.30; 24.1; 24.3] Students are also involved in the evaluation of lectures. Just before each module exam, students complete a questionnaire. Questionnaires are statistically processed and lecturers see all of the results after final exams are marked. The data is used to draft reports and to provide recommendations on improving the study programme syllabi, the teaching process and the learning infrastructure. The Commission that carried out the assessment of the teaching and learning for the academic year 2015-16 produced useful recommendations, such as unifying procedures to draft mid-term and final examinations, improving the reporting about internship, and introducing plagiarism-detection software to test students' work. [SER p.31; 24.2; 33; 34] At the end of each academic year, and no later than 30 May by regulation, departments discuss the improvement of the syllabi, including new teaching, and update the

literature. [31, p.2] MUA collects data about the employment of graduate students, but no evidence was provided on how this data is used to improve the quality of study programmes. [18] [Chapter I Standard II.3]

4.4 The departments and the Internal Quality and Assessment Unit are responsible for improving the teaching quality. There is no specific encouragement for experimentation in teaching. Usually, experienced lecturers work with new staff, who start as assistant lecturers. The experienced lecturers thus impart their teaching methodologies to new staff, which transfers pedagogic knowledge from one generation to the next. Experienced internal lecturers also organise training for the newly recruited staff, but this is more focused on aspects of law and regulation. Pedagogic training is not systematically organised for either new or experienced teaching staff, but does occasionally take place. [SER p.32; M2; M3; C13] The review team found the absence of an institutionally effective approach to promoting continuous improvement in teaching quality for all academic staff to be a **weakness**. It **recommends** that MUA, for immediate attention, implement an effective system and accompanying procedure to develop all teaching staff in teaching, learning and assessment. [Chapter I Standard II.4]

4.5 The department is the main teaching and research unit. Departments are responsible for the development and management of research and the organisation of cross-departmental collaboration. Departments are organised in teaching and research groups. The head of unit coordinates the teaching and research work. [SER p.32; 2, Article 10, 2; B4.9.a; B4.9.b] Academic staff have the freedom to pursue their own research interests, conditional on following the overall direction of the department. The department is responsible for the progress of scientific research work and, based on staff research outcomes, makes relevant proposals about the research programme for the next academic year. [SER p.32; 35; B4.12] MUA financially supports academic staff to participate in conferences, to cover costs of publication and to take study leave. The funding is limited and only small amounts are allocated. Some external research funding has also been secured, including funding from the Erasmus+ programme. [12 p.27-28; M3; M12; 25; 35; <http://umsh.edu.al/news/konference-shkencore-gjirokastra-ne-tre-dhjetvjecaret-e-ardhem/>] [Chapter II Standard I.1]

4.6 MUA encourages new scientific research groups. Projects are developed by a peer group based on their own specialisms or related fields of interest. Students who are writing their master's thesis may belong to research groups under the supervision of professors. MUA has a commitment to scientific research, which is confirmed by its funding of research projects. It also coordinates its research with other comparable institutions, central and local government, and private institutions. [SER p.33; B3.11; B4.11; 35] [Chapter II Standard I.2]

4.7 MUA pursues a policy of research internationalisation through agreements with foreign academic institutions. It has signed agreements of cooperation with 22 international academic institutions from the Balkan region and beyond. It is also an active member of two university networks. [19.1; B1.18.b] Staff participation in international conferences has increased in the last two years; however, only 34.4 per cent of full-time academic staff have attended a conference for the academic year 2016-17. Academic staff have published research papers, but only four articles are published in peer-reviewed international scientific journals. MUA has organised a few research and research-related conferences in the last three years. [SER p.33; 34; B4.14.a; B4.14.b; M3] It intends to increase the internationalisation of its research, and has accordingly drafted a new Internationalisation Strategy for implementation in 2017-22. [SER p.33; B1.18.b, Goal 2] [Chapter II Standard I.3]

4.8 MUA's research is aligned to its mission and vision. Research priorities, based on regional and national development, are set by research groups and the Heads of Department. MUA encourages debate on its research priorities at department level. In late 2016 for implementation from 2017, the Head of the Scientific Research Centre drafted a scientific work plan based on the main pillars of the University's scientific research priorities to focus research output. The plan was approved by the Rectorate in October 2016. **[SER p.34; B4.12; C15; M4]** The review team **affirms** MUA's new scientific work plan based on the main pillars of the University's scientific research priorities to focus research output. **[Chapter II Standard I.4]**

4.9 MUA provides human and infrastructure resources for the implementation of research priorities defined by departments. **[SER p.34]** Its research activity is focused on implementation of scientific research priorities. MUA allocates an average of 3.5 per cent of the yearly budget to train young academic staff, to organise in-house conferences and to support its staff participation in international conferences. **[25; M3]** It recruits qualified academic research staff and gives priority to applicants who hold a PhD or are in the process of writing up their thesis. New researchers are attached to more experienced researchers in the research groups. **[SER p.34; 20; M1; M2; M10]** **[Chapter II Standard I.5; Chapter II Standard I.6]**

4.10 MUA has a five-year strategy for scientific research and carefully monitors the implementation of its objectives. Scientific research priorities are the focus of institutional objectives. **[SER p.35; 11]** MUA invites foreign academic staff to participate in part-time and open lecture teaching. **[B1.18.a]** It facilitates the mobility of its academic staff by providing funding to lecturers who participate in short-term projects. It also supports the publication of the research work of academic staff. The University has established cooperation with some national research institutions, such as the Academy of Sciences, the University of Tirana and INSTAT. **[M3; 19.1]** **[Chapter II Standard I.6]**

4.11 MUA supports the publication of outcomes in its scientific research fields. All of its publications under its own logo are discussed at departmental level. **[<http://umsh.edu.al/revista-euromediterranea>; <http://umsh.edu.al/botime/n/>]** MUA has organised some workshops and seminars, creating in this way a short research tradition. The academic staff, as either authors or co-authors, have participated in MUA conferences that address the research culture at regional and national level. **[SER p.36; B4.14.a; B4.14.b]** **[Chapter II Standard I.7]**

4.12 MUA evaluates and transfers the outcomes in its scientific research. It has a special commission, comprising the Dean, the Vice-Rector and Head of Human Resources, to monitor and periodically assess the results of the scientific research work of its academic staff. **[SER p.36]** This is carried out mainly through reports drafted by departments. The Office of External Relations monitors and records the results of research projects and concrete outputs such as national or international publications with impact factor, conferences held and the transfer of the scientific research results in the society. **[SER p. 36; M12 Admin]** MUA transfers the results of outcomes of its scientific research through organising conferences, publication and lecturing. MUA publishes a journal, Euromediterranean, the main contributors of which are its academic staff. This publication is distributed to many universities in the Balkan region. **[SER p.36; B4.16]** **[Chapter II Standard I.8]**

Findings

Good practice

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

Weaknesses

The review team identified the following weakness:

- the absence of an institutionally effective approach to promoting continuous improvement in teaching quality for all academic staff (paragraph 4.4; **Chapter I Standard II.4**).

Recommendations

The review team identified the following recommendation:

- for immediate attention, implement an effective system and accompanying procedure to develop all teaching staff in teaching, learning and assessment (paragraph 4.4; **Chapter I Standard II.4**).

Affirmation of action being taken

The review team affirms the following action already in progress:

- MUA's new scientific work plan based on the main pillars of the University's scientific research priorities to focus research output (paragraph 4.8; **Chapter II Standard I.4**).

Judgement

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

Evaluation Area 5: Students and their Support

5.1 MUA pursues the correct policy for new students' entrance. The teaching secretariat, admissions, and the Student Counselling and Career Office share responsibilities for informing prospective students. Together, they use high school visits, open days and recruitment campaigns through all forms of media, including their own website. They also offer additional advice on site during registration. **[SER p.37; M5]** Admission criteria, which are set by Faculty Councils in consultation with the departments and then approved by the Academic Senate, are clearly covered in the Regulations. **[SER p.37; 4, Articles 29 to 32; 1, Article 6e, Article 15l, Article 18e, Article 28, p.13]** Information about the admission criteria and the application procedure becomes public on the official MUA website, on the informing brochure and in the media during the recruitment campaign. **[website]** MUA welcomes foreign students in accordance with the Ministry of Education and Sport guidelines. **[SER p.37]** The review team was told that there is a four-point plan in a policy document for foreign student integration, but the evidence provided is only for lecturers. **[M11; C13]** The University holds an orientation week with events that include a tour of the premises and open lectures on employment and careers, university operations, academic briefings, the library and faculty days. **[Clarifications 5.5; B3.8; M5]** Staff office hours for the students are displayed on site and published on the website. **[M11 Teaching]** MUA has effective links to Regional Education Directorates and Education Offices, which lead to joint projects and conferences. **[Clarifications 5.8; B3.2]** The ratio of academic staff to students is 1:14. **[Clarifications 5.9] [Chapter I Standard III.1]**

5.2 MUA informs and communicates with its students and academic staff in a variety of ways. The Student Counselling and Career Office is the central office that counsels students and, for example, informs them of national and international competitions. The Office is run efficiently, and both staff and students expressed satisfaction, but there are no clearly written rules and guidelines for the services it provides. **[SER p.38; Clarifications 5.1 referred only to 1 Statute of PHEIMSH, Articles 14 and 38 and 2 Regulation of PHEIMSH, Article 18 and Chapter VI; M2; M5; M9; M12]** MUA uses its website, email, social media and telephone for external communication, and its website, email, notice boards, secretaries, academic staff and Students' Council for internal communication. **[SER p.38; M5]** All staff have internal emails. **[M5; website]** MUA holds a comprehensive personal file for each of its students, which includes an email address and a telephone number of each student, and a complete personal file, which is managed by the teaching secretariat. **[SER p.38; 4, Article 50; M4] [Chapter I Standard III.2]**

5.3 MUA orientates and mentors its students. It guides and advises them from the moment that they express an interest in the University until after they graduate. The Student Counselling and Career Office again carries a primary responsibility, supported by academic staff, to inform and counsel students on the curriculum through graduation and hopefully, employment. **[SER p.38; 19.1; 21; M5; M6]** The teaching secretariat monitors and records student progress while attending university and gives the proper guidance for students who want to change the study programme in the first year or two **[SER p.38; 4, Articles 45, 46, 47; B4.17; M4]** (see also paragraph 5.6). **[Chapter I Standard III.3]**

5.4 MUA supports students with special needs in a variety of ways. The Board of the Mediterranean Centre decides on the numbers and types of student scholarships before the beginning of each academic year. **[SER p.39; 25, 1, Financial Aid, b-d; M6; M12]** It also pays full tuition fees for the special social categories, including families in need, children of police officers killed on duty, students from the diaspora, disabled students, and students from marginalised groups and communities. **[SER p.39; 25, 1, Financial Aid, a; M12]** It supports students with wheelchair special needs financially and makes its accommodation accessible user friendly. **[M11]** MUA gave no convincing evidence of how it supports students engaging in sports, although there was mention at the review visit of limited

financial support for football and volleyball. [SER p.39; Student questionnaire, 15.ix and 15.x; Clarifications 5.11; B1.1.2a-d; M3; M5; M6; M9] All programmes are full-time; there is no part-time provision. [Chapter I Standard III.4]

5.5 MUA provides basic literature and support for students. All of the recommended literature listed on the course syllabi is available in the library. In most cases, computers were pre-loaded with all the texts that students needed for their programmes, but this meant that there was little scope for 'reading around'. [SER p.39; M9] The library holds 15,000 titles of books, textbooks, journals and other materials. [SER p.39] There is an 'electronic library' that consists only of scanned materials, but no other electronic libraries - although MUA is exploring options for funding to buy some. [M9] There are no support software packages for student use in the library; however, specialist support packages are used in the departments, for instance, by second-cycle informatics and social science students. [M9; M6] The library, including electronic resources, can be accessed only on site (see paragraph 2.10). [M9; M5] The library keeps up to date with regular annual purchasing of texts requested by lecturers, but requests for online libraries are currently pending. [M12] Students confirmed that the library provided them with adequate resources to complete their study programmes successfully. [M5; M6] The budget line over the past three years for acquisitions is 0.60 per cent in 2015, 0.87 per cent in 2016, and 1.57 per cent in 2017, which indicates that MUA is steadily enriching its library resources. [SER p.39; 25, 3 Acquisition and electronic library] The library opening hours are announced on site and on the University's website. [SER p.39; <http://umsh.edu.al/fakultetet/sherbime/biblioteka> checked 24/04/17; 2, Article 20] [Chapter I Standard III.5]

5.6 MUA offers first-cycle students support through its staff and services. Academic staff always introduce the entire module contents at the first meeting, including how to find literature and the assessment procedures. [M5] Tutors also guide and advise students on their further studies, but some tutors advise up to 200 students. [SER p.38; M5 ; M11] MUA produces a useful short document for its students outlining such things as rules and procedures for the teaching process, respecting the ethics code, administrative rules, transfer of studies, payment modalities and scholarships. [B4.17] If students are in difficulty and need extra academic or pastoral help, they go to their lecturers, who handle most problems, but if they cannot help, students are referred to tutors, who provide extra assistance. [SER p.39; M2; M4] Second-cycle students are also well supported, for instance, with a mandatory 15 meetings for thesis consultation between the student and mentor. [Chapter I Standard III.6]

5.7 MUA encourages its students to participate in University life. It supports the Students' Council logistically and financially. [SER p.40; 1, Article 34; 36] The Regulations state that the Students' Council is formed of one elected student per class, [36, Article 11] but the policy document suggests that professors select them from each class. [Clarifications 5.4; B5.4] The Students' Council has its own website [<http://umsh.edu.al/2016/12/20/keshilli-studentor-i-shlp-mesdhetare-e-shqiperise/>] and students commented on its helpfulness. [M6] The right of students to give their opinions on issues related to student life is stated in the Regulations. [4, Article 55, c] One Students' Council representative serves on the Academic Senate and one student representative, the Chairman of the Students' Council, sits on the Faculty Council. [1, Article 15, 2 and Article 18; 14 Article 2;] Student issues raised and addressed include scholarship increases and a Students' Council office. [M3] Students also have the right of representation on the Internal Quality Assurance and Curriculum Unit, the Administration Board, and Departmental Councils, [1, Articles 17 and 18; Clarifications 5.4; B5.4 and 1.1.2.b] The representation is granted for student issues only in the case of departments. [M4] MUA helps students to organise a few extracurricular activities. [SER p.40; M5; M6] [Chapter I Standard III.7]

5.8 MUA does not adequately pursue a policy to assure the cultural and sports quality of student life. Although its geographic location facilitates easy transport to health centres, there are no health facilities on site. [SER p.40; M5; M9] Although it supports various student sports clubs, including football, volleyball and basketball teams, [SER p.40; <http://umsh.edu.al/ekipi-i-futbollitvolejbollit-dhe-basketbollit/> - checked 24/04/17 and did not work] there are no sports facilities on site, which students confirmed. [Student questionnaire, 15.ix and 15.x; Clarifications 5.11 referring to B1.1.2a-d; M3; M5; M6; M9] MUA provided no evidence that they offered 'several cultural activities'; [Clarifications 5.14] however, students and management mentioned political cinema and theatre tickets. [M3; M6] The review team found the absence of a supportive policy to assure the cultural and sports quality of student life to be a **weakness**. It **recommends** that MUA, for attention in the near future, establish a policy to assure the cultural and sports quality of student life. [Chapter I Standard III.8]

5.9 MUA assists in students' employability in a variety of ways. The Student Counselling and Career Office has, together with the departmental secretaries, issued questionnaires to graduate bachelor's students and received over 400 responses. Of these student, 61 per cent are employed (68 per cent in their field of specialisation and 32 per cent outside of their field) and 39 per cent are unemployed. [Clarifications 5.3; B1.14; M7; M12] MUA has produced an analytical report on the employment of students who completed two master's degrees: the Master of Science, or the Professional Master's in Economic Sciences and Political Sciences. [18] It is unclear whether the Student Counselling and Career Office keeps employment statistics for all of its graduates or produces similar analysis for all graduates of its programmes. The Office is a contact point for professional internships, which are mandatory for all students, and which are the main mechanism through which students build their personal networks and move into employment. [SER p.41; 4, Articles 27 and 28; B5.6] The Office works with at least 24 institutions, including private companies and labour offices, mainly to place students in internships, but also to provide services, such as survey construction and information gathering to local businesses. [19.1; M7] Other examples of MUA student employment success include a co-chief executive, a partner in a consultant company working for major investments in Albania and an employee working in the Central Bank of Albania. [M7] The Academic Senate has approved a plan to extend the list of agreements. [19.1; 12, p.25-26; C3; M2; M3] Alumni regularly commented that their education was fit for purpose for the world of work and employers said that they often hired students who had done internships with them. [M7] MUA has also pursued favourable policies for the best students by employing them within the University. [SER p.41; 20; M11] [Chapter I Standard III.9]

Judgement

The Standards for Students and their Support are substantially met.

Findings

Good practice

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

Weaknesses

The review team identified the following weakness:

- the absence of a supportive policy to assure the cultural and sports quality of student life (paragraph 5.8; ***Chapter I Standard III.8***).

Recommendations

The review team identified the following recommendation:

- for attention in the near future, establish a policy to assure the cultural and sports quality of student life (paragraph 5.8; ***Chapter I Standard III.8***).

Affirmation of action being taken

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

Judgement

The Standards for Students and their Support are substantially met.

Evidence list

A. List of evidence self-evaluation phase

(GID) General Institutional Data.pdf

Overall List of Documentation.pdf

SER PHEI MSH.pdf

1. Statute of PHEIMSH.pdf
2. Regulation of PHEIMSH.pdf
3. Decision of Mesdheu Centre_2014.pdf
4. PHEI_Regulation of FES.pdf
5. Organization chart of PHEI 'Mesdhetare e Shqiperise'.pdf
6. The procedure of the approval of the study program in the first-cycle of studies in Bsc in Law.pdf
7. The procedure of the approval of the study program in the first-cycle of studies in Msc in Law.pdf
8. The procedure of approval of the study program in the first-cycle of studies in Bsc in Business Informatics.pdf
9. The procedure of approval of the study program in the second-cycle of studies in Master's of Sciences in ISB.pdf
10. Regulation of the organization and operation of IQACU.pdf
11. Strategic Plan of Institutional Development Scientific Research and Cooperation 2012-2017.pdf
12. Annual report of PHEIMSH 2015-2016.pdf
13. Regulation of the Academic Senate of PHEIMSH.pdf
14. Regulation of the Council of FES.pdf
15. Regulation of the Council of Ethics.pdf
16. Code of Ethics UMSH.pdf
17. Market research PHEIMSH 2015.pdf
18. Report on employment of Master's students PHEIMSH_2017.pdf
19. 1 List of agreements_PHEI_2017.pdf
20. List of staff PHEIMSH 2016-17.pdf
21. List of institutions for internship_PHEIMSH.pdf
- Annex 22 - List of foreign guest lecturers in PHEI Mesdhetar of Albania.pdf
- 23.1 Recruitment Procedure.pdf
- 23.2. Individual Work Contract PHEIMSH 2016-2017.pdf
- 23.3. Individual contract Annex A 2016.pdf
- 24.1 Form of staff evaluation PHEIMSH_2016.pdf
- 24.2 Students' Questionnaire_2016-17_PHEIMSH.pdf
- 24.3. Form of evaluation control by IQACU.pdf
25. Budget structure PHEIMSH_2017.pdf
26. Faculty coordinator job description.pdf
- Annex 27 - Data for the study programs organised in PHEI Mesdhetar of Albania & information brochure of PHEI Mesdhetar of Albania.pdf
28. IR in English.pdf
29. Form of internship program and evaluation.pdf
30. Guideline for the Master's thesis and evaluation.pdf
31. Guideline on procedures of adopting changes.pdf
- 32.1. Guideline for preparing the course exam paper_FES.pdf
- 32.2. Guideline for preparing the final exam paper_FES.pdf
- 32.3. Guideline for preparing the final exam paper_FES.pdf
33. Results of students questionnaire PHEIMSH_03.2017.pdf
34. Report of IQACU 15_16.pdf
35. List of applications in projects_PHEIMSH.pdf

36. Regulation of the Students Council.pdf
Dokumenti i Vetevleresimit Shqip Mesdhetare.pdf

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

B1.1.1.a Board of Mesdheu Center meeting minutes 12.2016.pdf
B1.1.1.b Board of Mesdheu Center decision 12.2016.pdf
B1.1.2.a Meeting minutes Dept. of Informatics_ 09.2015.pdf
B1.1.2.b Meeting minutes Law Dept. _11.2014.pdf
B1.1.2.c Meeting minutes Council Of PES _12.2015.pdf
B1.1.2.d Decision Council of FLPS _12.2016.pdf
B1.2 Proposal from the Council of Ethics.pdf
B1.3 MES order _19.05.2017 MUA Status and Statute.pdf
B1.5 Meeting minutes dept. of FLPS.pdf
B1.8 Partial report IQACU _2017.pdf
B1.9 Certificate of European Integration _2015.pdf
B1.10 Full project Empowerment Zone Ahead _2017.pdf
B1.11.1 Update of action plan_2017.pdf
B1.11.2 Set of Decisions on programs openings, accreditations _MUA.pdf
B1.12 Evidence of Ongoing research _2017.pdf
B1.14 Analysis on employment of first-cycle students _PHEIMSH.pdf
B1.15 List of international project proposals.pdf
B1.18.a Evidence on visiting staff procedure.pdf
B1.18.b Internationalization draft strategy.pdf
B2.7 Set of documents on Internal Audit body.pdf
B2.10 Safety documentation.pdf
B2.11 Survey of building
B3.2 Evidence on cooperation regional education departments.pdf
B3.3.a Decision of Academic Senate on admission criteria 2016_2017.pdf
B3.3.b Decision of Academic Senate on admission criteria 2017_2018.pdf
B3.4 Certificate of training course.pdf
B3.5 Copy of Diploma Supplement.pdf
B3.6.a Evidence on transfer policy.pdf
B3.6.b Evidence on student transfer file.pdf
B3.7 Students competencies for future work.pdf
B3.8 Programs of orientation week.pdf
B3.10 Meeting minutes, decisions on Master's programs and research policy.pdf
B3.11 Evidence on MoU and international cooperation_MUA.pdf
B3.12 Workload of institution staff.pdf
B4.2 Internships list of students_2015-16.pdf
B4.3 Sample of internship MoU.pdf
B4.6 Assessment and appeal procedure.pdf
B4.9.a Evidence on Research groups FLPS.pdf
B4.9.b Evidence on Research groups FES.pdf
B4.11 Evidence on coordination with analog institutions- Interreg IPA program.pdf
B4.12 Policy on scientific research priorities.pdf
B4.14.a Conferences and publications FES.pdf
B4.14.b Conferences and publications FLPS.pdf
B4.16 Ongoing research and transfer of outcomes_MUA.pdf
B4.17 Student handbook.pdf
B5.4 Including students in the PHEIMSH structures.pdf
B5.6 Internship procedures in PHEIMSH.pdf

C. List of additional documents (review visit)

- C.1 Action plan derived from previous year annual report .pdf
- C.2 Alumni questionnaire.pdf
- C.3 Angazhimi per punesimin.pdf
- C.4 Annual workload for IMS department.pdf
- C.5 Council of Ethics meeting minutes and decision.pdf
- C.6 Funds allocation to department request.pdf
- C.7 Info on 3-rd cycle studies in MUA.pdf
- C.8 Info on Advisory Board.pdf
- C.9 Info on internship monitoring.pdf
- C.10 Internship evaluation documents.pdf
- C.11 Lista Erasmus.pdf
- C.12 Studim tregu Evropa-2020-alb.pdf
- C.13 Training program for young teaching staff.pdf
- C.14 Info on Advisory Board.pdf
- C.15 Action Plan for research work 2016-2017.pdf

Meetings

- M1 Meeting 1 Rector
- M2 Meeting 2 Self-evaluation team
- M3 Meeting 3 Senate & Rectorate
- M4 Meeting 4 Heads and Secs
- M5 Meeting 5 Students, first-cycle
- M6 Meeting 6 Students, second-cycle
- M7 Meeting 7 Alumni and partners
- M9 Meeting 9 Univ tour
- M10 Meeting 10 Profs and research
- M11 Meeting 11 Teaching staff
- M12 Meeting 12 Admin