



# **Institutional Review of Higher Education Institutions in Albania**

**Report of the Institutional Review of  
Sports University of Tirana  
April 2017**

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## About this review

The overall aim of Institutional Review is to assess the extent to which each higher education institution (HEI) meets the Albanian State Quality Standards which came into force in 2011. Institutional Review is a peer-review process with each review team composed of a mix of 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

The Sports University of Tirana is the only higher education institution in the Republic of Albania that offers first, second and third-cycle levels of study for teachers of physical education and sport specialists. The University was granted its current title by the Council of Ministers in 2010. However, the institution can trace its routes back to 1948 and the then Technicum of Physical Education.

At the time of this review the University consists of three main units and nine departments: Faculty of Movement Sciences (Department of Social Sciences and Education, Department of Sports Medicine and Department of Sport); Faculty of Physical Activity and Recreation (Department of Physical, Recreational Activity and Tourism, Department of Organization and Management and Department of Movement and Health); and Sport Sciences Research Institute (Department of Research in Applied Movement, Department of Research in Physical Activity, Health and Recreation and Department of Research in Job Market and Transfer of Technology). In addition, there are 17 administrative units. The University employs 74 full-time and 15 part-time academic teaching staff **[SER p44]** and offers four first-cycle, four second-cycle and two third-cycle programmes of study. **[HEI info on APAAL site]** There are 2,172 undergraduate students, 37 Master of Science students and 771 students enrolled on a professional master's programme.

## Summary report

The Sports University of Tirana (SUT) is a public institution with facilities situated in the city centre and has been operating in its current form since 2010. At the time of this review SUT has approximately 3,000 students and offers 10 study programmes across all three cycles. The University has 74 full-time academic staff organised into three main units, as follows: Faculty of Movement Sciences, Faculty of Physical Activity and Recreation and Sport Sciences Research Institute.

A self-evaluation report was developed by a team at the University which included senior managers, academic and support staff and a student representative. Drafts were circulated to a wider audience within the institution before being finalised and approved by the Rectorate and Academic Senate.

The visit took place over two days on 24 and 25 April 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 institution. The review team was supported by the Review Manager and a note-taker provided by the Albanian Public Accreditation Agency for Higher Education (APAAL). The review team received a self-evaluation report and the portfolio of supporting evidence eight weeks in advance of the review visit, later supplemented by additional requested documentation before and during the visit. A wide range of supporting information provided by the University enabled the team to familiarise themselves with the structure, policies, management procedures and nature of teaching and research activity undertaken. Evidence included the Statute of the University, Academic Regulations, Annual Reports, admission and orientation procedures, list of external agreements and memoranda, examples of programme information and evidence of deliberative meetings.

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

The Standards for the Organisation and its Management are substantially met. In reaching this judgement, the review team did not record any features of good practice and did not affirm any actions already in progress. However, the review team has made two recommendations for the University to consider as a means of further securing the quality and standard of its programmes and of enhancing further the learning experience of its students. The absence of an installed structure to supervise internal evaluations in accordance with existing laws is a weakness, and it is recommended that the University establishes a unit to supervise the internal evaluation of its activities as a matter of some priority **[Chapter III Standard I.4]**. The University has not made use of external consultants to assist in the supervision and internal evaluation of institutional activities, which is also a weakness, and it is recommended that the University identifies external consultants to assist in the supervision and internal evaluation of institutional activities **[Chapter III Standard I.4]**.

The Standards for Resourcing are substantially met. In reaching this judgement, the review team did not record any features of good practice and the review team did not affirm any actions already in progress. However, the review team has made three recommendations for the University to consider as a means of further securing the quality and standard of its programmes and of enhancing further the learning experience of its students. The management information system was unable to provide the review team with strategic information or data, which is a weakness, and it is recommended that the University reviews

the management of its information systems to ensure that it is capable of providing appropriate strategic information and data. **[Chapter III Standard VII.1]** University buildings do not meet adequately statutory requirements regarding accessibility for disabled students, which is a weakness, and it is recommended that the University develops and implements a defined plan to ensure that disabled students can access all learning and teaching facilities **[Chapter III Standard VII.5]**. The standard of some lecture rooms, and the teaching aids provided, is inadequate and below standard, which is a weakness, and the review team recommends that the University reviews the management of its teaching infrastructure to ensure that this remains adequate to conduct its activities **[Chapter III Standard VII.5]**.

The Standards for the Curriculum are fully met. In reaching this judgement, the review team did not record any features of good practice and did not affirm any actions already in progress. However, the review team did not identify any weaknesses and therefore no recommendations have been made for the University to consider as a means of further securing the quality and standard of its programmes and of further enhancing the learning experience of its students.

The Standards for Teaching, Learning, Assessment and Research are substantially met. In reaching this judgement, the review team did not record any features of good practice and did not affirm any actions already in progress. However, the review team has made one recommendation for the University to consider as a means of further securing the quality and standard of its programmes and of enhancing further the learning experience of its students. The University has not established fully a centrally organised unit to oversee the improvement of teaching quality, which is a weakness, and it the review team recommends that the University develops and implements an appropriate University-level infrastructure to promote continuous teaching improvement as a matter of priority **[Chapter I Standard II.4]**.

The Standards for Students and their Support are substantially met. In reaching this judgement, the review team did not record any features of good practice and did not affirm any actions already in progress. However, the review team has made three recommendations for the University to consider as a means of further securing the quality and standard of its programmes and of enhancing further the learning experience of its students. The lack of a clear policy for the admission and support of students with a disability is a weakness and it is recommended that the University establishes a clear policy for the admission and support of students with a disability **[Chapter I Standard III.4]**. Student Councils are not supported financially, which is a weakness, and the review team recommends that the University provides financial support for Student Council activities **[Chapter I Standard III.7]**. The lack of comprehensive statistical data on the employment of graduates is a weakness and the review team recommends that the University develops and implements a process to enable a comprehensive database to be established to track the employment of all of its graduates **[Chapter I Standard III.9]**.

SUT undertook the review in accordance with APAAL guidelines. The review team acknowledges the University's level of engagement with the process and the cooperation provided to the review team throughout the visit phase.

## 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 absence of an installed structure to supervise internal evaluations in accordance with existing laws (paragraph 1.4; **Chapter III Standard I.4**)
- the University has not made use of external consultants to assist in the supervision and internal evaluation of institutional activities (paragraph 1.4; **Chapter III Standard I.4**)
- the management information system was unable to provide the review team with strategic information or data (paragraph 2.5; **Chapter III Standard VII.1**)
- University buildings do not meet adequately statutory requirements regarding accessibility for disabled students (paragraph 2.7; **Chapter III Standard VII.5**)
- the standard of some lecture rooms, and the teaching aids provided, is inadequate and below standard (paragraph 2.7; **Chapter III Standard VII.5**)
- the availability of printed texts in the central University Library (paragraph 4.1; **Chapter I Standard II.1**)
- the University has not established fully a centrally organised unit to oversee the improvement of teaching quality (paragraph 4.3; **Chapter I Standard II.4**)
- the lack of a clear policy for the admission and support of students with a disability (paragraph 5.4; **Chapter I Standard III.4**)
- Student Councils are not supported financially (paragraph 5.7; **Chapter I Standard III.7**)
- the lack of comprehensive statistical data on the employment of graduates (paragraph 5.9; **Chapter I Standard III.9**).

### Recommendations

The review team made the following recommendations:

- the University establishes a unit to supervise the internal evaluation of its activities as a matter of some priority (paragraph 1.4; **Chapter III Standard I.4**)
- the University identifies external consultants to assist in the supervision and internal evaluation of institutional activities (paragraph 1.4; **Chapter III Standard I.4**)
- the University reviews the management of its information systems to ensure that it is capable of providing appropriate strategic information and data (paragraph 2.5; **Chapter III Standard VII.1**)
- the University develops and implements a defined plan to ensure that disabled students can access all learning and teaching facilities (paragraph 2.7; **Chapter III Standard VII.5**)
- the University reviews the management of its teaching infrastructure to ensure that this remains adequate to conduct its activities (paragraph 2.7; **Chapter III Standard VII.5**)



- the University develops and implements an appropriate University-level infrastructure to promote continuous teaching improvement as a matter of priority(paragraph 4.3; **Chapter I Standard II.4**)
- the University establishes a clear policy for the admission and support of students with a disability (paragraph 5.4; **Chapter I Standard III.4**)
- the University provides financial support for Student Council activities(paragraph 5.7; **Chapter I Standard III.7**)
- the University develops and implements a process to enable a comprehensive database to be established to track the employment of all of its graduates(paragraph 5.9; **Chapter I Standard III.9**).

## **Affirmation of action being taken**

The review team did not make any affirmations.

## **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 Sports University of Tirana the State Quality Standards are **substantially met**.

## Detailed report

### Evaluation Area 1: The Organisation and its Management

1.1 SUT's governance and regulatory frameworks are designed to align with national legal requirements for higher education institutions. [SER p.6]The Statute sets out the University's mission, internal organisation and management structures. [3] Individual and formal board and council responsibilities are also defined in the University's regulations. [2]The University amends and changes its Statute and regulations as required.[4; 8]Academic Senate has formed a working group which is developing proposals to amend the Statute and regulations to take account of the new higher education law. [146; AE44; M3][Chapter III Standard I.1]

1.2 The University is organised to secure management efficiency in accordance with Ministry requirements.[SER pp.6-8; 2;3]The flow of information from departments to Senate, and the promulgation of decisions made by Senate to staff and students, is effective.[SER pp.6-10; AE43; AE44; M2; M3; M4; M5;M9;M10]Arrangements for the management and administration of the University, and for collegial decision making, take account of legal expectations, work appropriately and are understood by staff at all levels. [SER pp.6-10; M2; M3; M4; M9; M10][Chapter III Standard I.2]

1.3 University boards and councils meet regularly and information on agenda items is made available electronically to all staff in advance. [SER p.8; AE43; AE44; M2; M3; M4; M9; M10]Students and staff indicated that matters raised by them are given due consideration through constructive debate by boards and councils.Arrangements for the operation of deliberative councils and boards, and to support collegial discussion and debate, are understood by staff and students.[M2; M3; M4; M5; M9; M10] Deans and heads of departments are responsible for monitoring locally the implementation of decisions made by University boards and councils. [M2; M3; M4; M9; M10][Chapter III Standard I.3, Chapter III Standard II.3]

1.4 SUT ensures that the limits of its autonomy are respected and that it operates within the confines of prevailing laws and regulations. [SER pp.8-9]Self-governance is evident in organisational academic and administrative units, teaching and scientific activities, financial and administrative matters. [AE43; AE44; M2; M3; M4; M9; M10]At the time of the review the University was continuing to establish formally the Standards and Curricula Office to oversee the effectiveness of internal evaluation activities. [M2; M4; M9; M10]However, the team considered the absence of an installed structure to supervise internal evaluations in accordance with existing laws to be a **weakness**. The review team **recommends** that the Universityestablishes a unit to supervise the internal evaluation of its activities as a matter of some priority.The Directorate of Foreign Affairs, Projects and Technology is responsible for ensuring that the University benefits from European funding opportunities. [SER pp.8-9; 27; M4; M9]However, the University has not made use of external consultants to assist in the supervision and internal evaluation of institutional activities, which the team considers to be a **weakness**. The review team therefore **recommends** that the University identifies external consultants to assist in the supervision and internal evaluation of institutional activities.[Chapter III Standard I.4]

1.5 The University has an appropriate development strategy for the period 2016-2020,which has been approved by Senate.[SER p.9; 18; AE33]The strategy has been drafted in accordance with the University mission and objectives and was considered during various stages of its development by management bodies and councils. [SER pp.9-10; M3;M4; M9][Chapter III Standard I.5]

1.6 The annual report to the Ministry provides accounts of teaching and study programmes, scientific research, staffing, project activity and economic and financial matters. **[34; FE30 (in Albanian)]**The drafting process is informed by internal evaluation and self-assessment reports on department and study programme activities. The final report is made available to relevant boards and committees University-wide and is available freely to staff and students through the University website.**[SER p.10; M2; M3; M4; M9; M10][Chapter III Standard I.6]**

1.7 Faculties and departments are organised in accordance with legal requirements. Management, executive, and administrative structures are separate from academic structures and organisational units. Academic staff are qualified appropriately and exercise autonomy and academic freedom in teaching, research and all other academic activities. The University has an official website and offers first, second and third-cycle programmes. **[SER p.10; HEI info on APAAL site; M2; M3; M4; M9; M10][Chapter III Standard II.1]**

1.8 The University has a network of partners at national and regional level which includes higher education institutions and public bodies. **[SER pp.11-12; AE34; AE46]**Academic staff, alumni and placement providers indicated that there are strong links between local and regional organisations and departments and programmes. This, and market research undertaken at institutional level, enables faculties, departments and programmes to be informed appropriately on regional economic development opportunities.**[SER p.11; AE46; M3; M4; M6; M9; M10]**The Standards and Curricula Office, once fully operational, will assume responsibility for monitoring graduate employment. See also paragraph 5.9.**[SER p.11; M2; M3; M4; M9; M10][Chapter III Standard III.1, Chapter III, Standard III.2]**

1.9 The Directorate of Foreign Affairs, Projects and Technology oversees the development of collaboration arrangements with overseas partners, while department offices maintain oversight of local and regional collaborations. **[SER pp.11-12; AE34; AE46; M4]**Similarly, collaboration with other organisations to provide students with professional practice opportunities is managed at department level. **[Chapter III, Standard III.3]**

1.10 SUT has established a number of formal agreements which enable staff and students to participate in international activities in Austria, Denmark, Greece and Italy. **[SER pp.12-13; 27; 28]**The University has also established and implemented policies to support international mobility of academic staff and students.**[SER p.13; M2; M3; M4; M5]** However, low take-up of international mobility opportunities for staff and students is acknowledged as a continuing challenge by senior staff and an area for continuing development. **[M2; M3; M4; M5][Chapter III Standard III.4]**

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

## 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 an installed structure to supervise internal evaluations in accordance with existing laws (paragraph 1.4; **Chapter III Standard I.4**)
- the University has not made use of external consultants to assist in the supervision and internal evaluation of institutional activities (paragraph 1.4; **Chapter III Standard I.4**).

### Recommendations

The review team made the following recommendations:

- the University establishes a unit to supervise the internal evaluation of its activities as a matter of some priority (paragraph 1.4; **Chapter III Standard I.4**)
- the University identifies external consultants to assist in the supervision and internal evaluation of institutional activities (paragraph 1.4; **Chapter III Standard I.4**).

### Affirmation of action being taken

The review team did not make any affirmations.

## Judgement

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

## Evaluation Area 2: Resourcing

2.1 The University has a clear structure which sets out responsibilities for the management of resources in accordance with statutory requirements. [SER pp.14-15; 2; 3; AE2]The University's employment of staff is governed by both external statutes and the University's own regulations. The University, through the Judicial Directorate, Human Resources and Archive,advertises vacant posts in the University's Public Procurement Agency and its website. Employment criteria are made available to interested parties through the University website and the employment procedure for academic and administrative staff is the same.[AE54][Chapter III Standard IV.1, Chapter III Standard II.2]

2.2 The University has built a strong sense of community and integration in its staff and students. [SER pp.15-16; AE3] Staff and students confirmed that centrallyorganised joint activities, including attendance at recruitment fairs, social events and sports competitions, have helped to ensure that they are integrated fully into the College community. [M1; M2; M3; M4; M5; M6][Chapter III Standard IV.2, Chapter III Standard IV.4]

2.3 SUT has appropriate procedures for assessing the effectiveness of its academic staff. [SER p.16; AE4-7; M2; M3; M4; M5; M10] The appraisal process is based on a combination of evaluation of teaching delivery throughout the academic year by lecturers' line managers and an analysis of student questionnaires on teaching quality. Planned staff development is informed by priorities defined in the development strategy and includes encouraging staff to seek qualifications within Albania and internationally, particularly at master's and doctoral levels. [SER p.16; AE33; M1; M2; M3; M4;M10]The University invites appropriately qualified international academics to participate in the selection and promotion process. It is a precondition for promotion to the title of Professor to have a minimum of oneyear's teaching experience in a Western university. [SER p.16; AE4-7; AE54; M2; M3; M4; M5; M10][Chapter III Standard IV.3]

2.4 The University has transparent procedures for the management of financial resources. The procedures comply with the requirements of public financial management, with accounts being sent to the Ministry. Budgets are centralised and requests from departments and faculties are scrutinised by the Rectorate prior to being reviewed by the Administration Board and finally approved by Senate. Responsibility for the overall management, administration and oversight of the budget lies with the Rector and the Chancellor, supported by the Finance and Budget Directorate, but with day-to-day management being devolved to faculties to support the delivery of identified priorities. [SER pp.17-19; 2; AE9-12 (in Albanian); M3; M4; M9]In keeping with regulatory and legal requirements, SUT is subject to a variety of internal and external audit processes including High State Audit and Ministry audit. [SER p.19; M3; M4; M9][Chapter III Standard VI.2, Chapter III Standard VI.3,Chapter III Standard VI.1]

2.5 SUT has an integrated information system underpinned by a Communication Policy. [SER p.19; AE14 (in Albanian)] The system manages student information, which includes the admissions process, learning and teaching materials, lesson plans, assessment information and other information relevant to their time at the University. In addition, student and staff email systems are integrated fully with the system. [SER p.19; M3; M4; M5; M9; M10]However, prior to and during the visit the system was unable to provide the review team with strategic information or data, which the team found to be a **weakness**. The review team therefore **recommends** that the University reviews the management of its information systems to ensure that it is capable of providing appropriate strategic information and data.The University hasrecently completed a review of its website, which now provides information in Albanian and English. [University web site; M5; M7; M8] [Chapter III

## **Standard VII.1]**

2.6 The University has an appropriate information technology infrastructure which meets the needs of staff and students. Internet and Wi-Fi are widely available throughout the University. There are a wide variety of practice laboratories which are equipped with specialist equipment to support student learning and there is an adequate number of computer stations in teaching rooms to meet students' learning needs. At the time of the review the University did not provide distance learning programmes. **[SER pp.19-20; AE16-18 (in Albanian); learning resource tour; M5; M9; M10] [Chapter III Standard VII.2]**

2.7 SUT has an approved Estate Management Policy which clearly sets out the management roles and responsibilities in relation to University real estate. **[SER pp.20-23; AE19 (in Albanian)]** The University has plans to upgrade its current sports facilities and teaching areas, which will include improved facilities for less mobile students. **[M1; M2; M3; M4; M5; M9; learning resource tour]** However, the review team found University buildings not adequately meeting statutory requirements regarding accessibility for disabled students to be a **weakness**. The review team **recommends** that the University develops and implements a defined plan to ensure that disabled students can access all learning and teaching facilities. Similarly, the standard of some lecture rooms, and the teaching aids provided, is inadequate and below standard and the review team found this to be a **weakness**. The review team **recommends** that the University reviews the management of its teaching infrastructure to ensure that this remains adequate to conduct its activities. **[Chapter III Standard VII.3, Chapter III Standard VII.5, Chapter III Standard V.1]**

2.8 The University has an appropriate policy to ensure the storage, maintenance and development of its academic and scientific heritage and culture. **[SER p.22]** SUT ensures the development of its culture by preserving syllabi and relevant literature for all study programmes, publications and textbooks written by full-time academic staff in the library, in accordance with Albanian law. **[SER p.24; AE20 (in Albanian); M2; M3; M9; learning resource tour] [Chapter III Standard VII.4]**

2.9 The University Development Strategy is designed to ensure that its programmes continue to provide a contemporary curriculum which is market-oriented. **[SER pp.21-22; AE21 (in Albanian)]** Faculty staff are supported to work with externally funded projects in order to promote University teaching and research activities. University sports facilities are made available for use by the local community and sports federations and clubs in accordance with legal expectations. The Rectorate is responsible for evaluating the provision of such services to ensure that all University activities are undertaken effectively. **[M2; M3; M4; M5; M6; M7; M8; learning resource tour] [Chapter III Standard VII.6]**

2.10 The University registers and preserves all official documents in accordance with legal expectations. **[SER pp.23-24; AE56 (in Albanian)]** The Rectorate, Judicial Directorate, Human Resources and Archive and Department of Information and Student Records hold individual responsibility for the preservation of relevant documentation in hard copy and electronically. **[SER pp.23-24; M4; M9] [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 management information system was unable to provide the review team with strategic information or data (paragraph 2.5; **Chapter III Standard VII.1**)
- University buildings do not adequately meet statutory requirements regarding accessibility for disabled students (paragraph 2.7; **Chapter III Standard VII.5**)
- the standard of some lecture rooms, and the teaching aids provided, is inadequate and below standard(paragraph 2.7; **Chapter III Standard VII.5**).

### Recommendations

The review team made the following recommendations:

- the University reviews the management of its information systems to ensure that it is capable of providing appropriate strategic information and data(paragraph 2.5; **Chapter III Standard VII.1**)
- the University develops and implements a defined plan to ensure that disabled students can access all learning and teaching facilities(paragraph 2.7; **Chapter III Standard VII.5**)
- the University reviews the management of its teaching infrastructure to ensure that this remains adequate to conduct its activities(paragraph 2.7; **Chapter III Standard VII.5**).

### Affirmation of action being taken

The review team did not make any affirmations.

### Judgement

**The Standards for Resourcing are substantially met.**

## Evaluation Area 3: The Curriculum

3.1 In accordance with its mission and objectives, the University offers specialist programmes for teachers, trainers, specialists and researchers in the field of physical education and sports. As such, the University aims to achieve the highest national and international contemporary academic standards, as well as to support educational achievements in sports research. **[SER p.26; 2; 6; M1]** SUT maintains contacts with Regional Educational Directories, general secondary schools and professional sports to inform the development of programme objectives, and produces a range of informative programme leaflets. **[SER p.26; 42; 43; 44; 45; M1]** At the time of the review there were 12 international students from Albanian-speaking countries enrolled on University programmes. **[SER p.27; FE14; M3]** SUT has provision within its regulations for individualised study programmes for elite athletes. **[5] [Chapter I Standard I.1]**

3.2 SUT is organised into two teaching faculties and a Sports Sciences Research Institute. Programmes are offered full and part-time at undergraduate level and full-time at postgraduate level. **[2; M1]** The University has a policy for increasing the diversity of new students, including the percentage of female students and students from across Albania. Attracting students from the region, and specifically from territories such as Kosovo, Montenegro, Presevo, and Vujanovic, Macedonia, is given special attention. **[SER p.26; AE54; M3]** As a result of the new higher education law, SUT is awaiting approval to recommence the recruitment of PhD students. **[M1]** SUT is giving consideration to the development of programmes such as those for personal trainers and employers would welcome such a development. **[M1; M6] [Chapter I Standard I.2]**

3.3 SUT's provision complies with each of the three Bologna Process cycles. **[SER p.29; 5; M1]** The University operates within the context of its 2016-20 Strategic Plan, in which the development of professional master's programmes is specifically identified. **[23]** Diploma supplements are issued and state the modules studied. **[80] [Chapter I Standard I.3]**

3.4 Study programmes are offered in line with local, national and international trends and SUT maintains close contact with the Ministry and international partners and with schools. **[AE46; M1; M6]**. The 2016-20 Strategic Plan is designed to answer the social and economic developments of the country in the interest of the students and employers. **[23]** The University mission includes a specific intent to pursue international cooperation and objectives to forge cooperation with sports organisations in Albania. **[23; AE46; AE63; M1] [Chapter I Standard I.4]**

3.5 The University offers four undergraduate (full and part-time), four full-time master's, and two doctoral programmes and has 2,980 students. Staff work to the required teaching loads determined by the Ministry. **[76]** There are 79 full and 43 part-time academic staff, of whom 18 hold a PhD. **[2; FE18]** In the delivery of first and second-cycle teaching, 70 per cent of academic staff are employed full-time. **[32; 87]** All staff are expected to engage with research and, if based in a faculty, 70 per cent of their time is devoted to teaching and 30 per cent to research. For staff based in the Sports Sciences Research Institute this ratio is reversed. **[M1; M3; M7] [Chapter I Standard I.5]**

3.6 The Senate provides oversight of educational programmes. **[5]** Educational objectives are clearly defined in the approved programmes and modules for each study cycle. **[SER p.29; AE65; FE1-8]** Module specifications set out the learning objectives and methods of assessment. **[69; FE1-8]** During the review, staff articulated different understandings of the time devoted to theory or practice in the different study cycles, varying from equal theory and practice, to either 60 per cent of time spent in theory or 60 per cent of



time spent in practice. **[M1; M3; M8]** Module specifications **[FE1-8]** show that the time spent in practice is not always accurately specified, with an under-reporting particularly noted for the scientific master's programmes. **[FE4; FE8]** Student admission criteria are clearly defined by each faculty. **[SER p.29; FE10-12][Chapter I Standard I.6]**

3.7 First-cycle curricula provide students with foundation knowledge and basic science of physical education, sport and health. **[SER p.29; 50; 54; FE1, 2, 5 & 6]**The curricula are structured to allow the development of scientific knowledge relevant to the discipline. **[SER p.34; 50]** The regulations set out clear criteria for the award of a first-cycle programme and for progression onto second or third-cycle programmes, allowing for a progressive transition. **[SER p.29; 5]** There is provision in the regulations for students to transfer in or transfer out of the University. **[SER p.29; 5]** Graduates are provided with a diploma supplement that makes clear that graduates are eligible for employment. **[80; AE65]** In accordance with legal requirements, bachelor's graduates are eligible for employment in fitness centres or as tourist guides but not in higher education, and the University actively seeks to retain their best graduates. **[SER p.30; M4] [Chapter I Standard I.7]**

3.8 The strategic plan sets out a clear intent to provide students with the support they need throughout their time at the University. **[23]** Module convenors and lecturers inform first-year students of the learning objectives. **[SER p.30; M5]** There is a clear process for the recruitment of teaching staff set out in the regulations, the strategic plan sets out a clear intent to enhance the scientific capabilities and activity of the staff, and all academic staff have time to undertake research. **[5; 23; M1; M3][Chapter I Standard I.8]**

3.9 All academic staff engage in research and academic staff confirmed during the review that their time is managed effectively. **[M3; M8]** The master's provision demonstrates a strategic fit with University scientific research policies. **[SER p.31; 23; 78; 89]** Professional practice is integral to programmes and conducted in collaboration with local employer organisations. For example, the Regional Directorate of Education works with the Faculty of Movement Sciences, and a formal agreement with the Agency of Parks and Recreation supports the collaboration with the Faculty of Physical Activity. **[SER p.31;5; 33; 34; AE61; FE23 & 25]** Any costs for supplementary teaching are covered by the University. **[FE9][Chapter I Standard I.9]**

3.10 Curricula are organised into modules and credits awarded under the European Credit Accumulation and Transfer System, and EU cooperation supports their development. **[SER p.32; 84; 86; 93]** Teaching staff are required to demonstrate language competence on application and language learning is embedded in programmes. **[5; 93]** As part of the internationalisation policy, students in second and third-cycle study programmes take a foreign language examination in accordance with the law for higher education. **[94; AE66]** Graduates of first and second-cycle programmes receive a Diploma with Diploma Supplement in English and Albanian. **[SER p.32; 79; 80]** The University provides students with information about credit and programme transfer options and permits students coming from other home or foreign universities to transfer credits. University regulations make provision for transfers in and out of the institution. **[5; 83; 84][Chapter I Standard I.10]**

3.11 Study programs are organised to enable the application of theory in practice. There are a range of practical opportunities including exercise classes, laboratory classes, practice classes in the gyms and outdoor projects in the field; this provides an appropriate balance between theory and practice. Students must attend 75 per cent of practical classes before they can be assessed. All programmes include the presentation of a thesis. **[SER p.33; 5; 93; M3; M6; M8]** Staff and students have opportunities to participate in international conferences. **[SER p.33; 46; 47; M3; M7; M8] [Chapter I Standard I.11]**

3.12 Programmes equip students with the understanding and practice of physical

education curricula in schools or equip graduates to become tourist guides or fitness instructors. **[SER p.3; 95; 96; FE23 & 25; M4]** Curriculum content is professionally relevant, is informed by labour market research, and programmes are structured to include theoretical and practical elements. **[SER p.33; 5; 84; 93; M1; M3; M4; M8]** Students are largely satisfied with their professional development and preparation for employment. **[Student Survey] [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 make any recommendations.

### **Affirmation of action being taken**

The review team did not make any affirmations.

## **Judgement**

**The Standards for the Curriculum are fully met.**

## Evaluation Area 4: Teaching, Learning, Assessment and Research

4.1 The University has appropriate processes in place to ensure that study programmes are organised and documented efficiently. [SER p.35; 89; 90; M3; M9; M10] SUT has established agreements with local public and private institutions in order that students can undertake placement and practical activities. [SER p.35; 86; 91; 92; M3; M8, M9; M10] An appropriate level of supervision is evident for all practical and laboratory activities. [learning resource tour; M6] Supporting literature is held in the University's central library and departments are responsible for ensuring that students have access to appropriate supporting material. While students indicated that they are satisfied with the availability of supporting literature, mainly through the internet, the review team noted as a **weakness** the availability of printed texts in the central University Library. [95; 96; learning resource tour; M5; M10][Chapter I Standard II.1]

4.2 SUT's examination rules are set out in the Statute and regulations. [SER p.36; 2; 3; M2; M3; M4; M10] Students stated that they are familiar with the assessment and complaints against grades processes and have no concerns regarding confidentiality in the assessment process. [M5][Chapter I Standard II.2]

4.3 There is an appropriate process in place to ensure the continuous improvement of quality of programmes. The process includes student and staff surveys and annual programme monitoring. [SER pp.36-37; 110-114; FE26; M2; M3; M4; M5; M9; M10] At the end of each academic year, departments review their programmes and identify areas for further improvement, including the reading lists for each course module. The process of departmental review is assessed by departmental academic staff. [SER p.37; AE5; FE30; M2; M3; M4; M5; M9; M10] While there are support structures in place to promote continuous teaching improvement within faculties, the University has not established fully a centrally organised unit to oversee the improvement of teaching quality. The review team found this to be a **weakness** and therefore it **recommends** that the University develops and implements an appropriate University-level infrastructure to promote continuous teaching improvement as a matter of priority. [Chapter I Standard II.3, Chapter I Standard II.4]

4.4 The department is the fundamental unit of the University and, as such, plays an important role in promoting the research activity of their staff. [SER pp.37-42; 2; 3; M2; M3; M4; M9; M10] Departments set research priorities, and how these might be financed, in consultation with the newly established research institutes. In addition, the University has been actively pursuing funding through awards from the Tempus and Erasmus+ programmes. To further support this area of development, the University is encouraging engagement and participation in national and international conferences. [104-108; M10] Every department compiles an annual report to Senate evaluating the performance of research activities. [AE5 (in Albanian); AE43; AE44; FE30 (in Albanian)] Individual staff members are allocated research time in their annual workload and staff and students are supported by the University to participate in conferences. [AE5 (in Albanian); AE43; AE44; FE20] Staff are required each year to present their work to at least one internal scientific conference, or to publish a scientific article in a journal. [AE14; AE27; AE42 (all in Albanian); M4][Chapter II Standard I.1, Chapter II Standard I.2, Chapter II Standard I.3, Chapter II Standard I.4, Chapter II Standard I.6]

4.5 The University is endeavouring to recruit academic staff with appropriate qualifications and experience and to support and promote student participation in research. To further support the research base and internationalisation policy, the University is seeking to integrate scientific research internationalisation through agreements with different

partners, and to integrate foreign researchers and promote the mobility of its academic staff. **[SER p.40; 103; AE4; M4; M10][Chapter II Standard I.5]**

4.6 The University supports departments in the organisation of seminars and symposia. SUT publishes the outcomes from research activity in its Journal of Physical Activities and Sport and through its website. The University also has a system of online information on staff research activities and staff publications, and departments publish a list of their scientific activities and publications annually. **[SER p.41; 116; AE5 (in Albanian); University web site; M4; M10][Chapter II Standard I.7, 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 weaknesses:

- the availability of printed texts in the central University Library (paragraph 4.1; **Chapter I Standard II.1**)
- the University has not established fully a centrally organised unit to oversee the improvement of teaching quality (paragraph 4.3; **Chapter I Standard II.4**).

### Recommendations

The review team made the following recommendation:

- the University develops and implements an appropriate University-level infrastructure to promote continuous teaching improvement as a matter of priority (paragraph 4.3; **Chapter I Standard II.4**).

### Affirmation of action being taken

The review team did not make any affirmations.

## Judgement

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

## Evaluation Area 5: Students and their Support

5.1 The Strategic Plan 2016-20 makes a clear commitment to support and help students of all cycles with information and orientation. **[23]**. The Senate approves the admission criteria and monitors implementation, with the Vice Rector Education overseeing the process. **[5; FE10; FE11; FE12; FE14; M3]** The University has reviewed its entry tests and while it determines comprehensive indicators in the movement and sporting skills of applicants, the theory to practice ratio has been changed in order to increase the number of female students admitted. **[SER p.42; 32; 125-128; FE10; FE11; FE12; M3]** SUT has achieved recruitment of equal numbers of men and women for the 2016-17 intake. **[Institutional data; M3; M4] [Chapter I Standard III.1]**

5.2 The Curricula and Standards Unit supports the admission of new students. The University maintains a comprehensive website and produces a range of admissions leaflets, including some in English. **[42-45; 70; University web site]** Faculties maintain contact with the Regional Education Office, high schools and professional sports schools and also participate in events organised by the Ministry of Education and Sports. **[SER p,43; AE57; AE58; AE61; M4]** In the Student Survey, virtually all students report that they are happy with what SUT advertised or promised before starting to study, and students met during the review spoke positively about their application experiences. **[Student Survey; M5]** To protect the quality of the learning experience, staff to student ratios are carefully monitored. **[SER p,44; 32][Chapter I Standard III.1]**

5.3 Each faculty is establishing an Orientation and Counselling Office, led by the Vice Dean and at least two other teachers. **[138-140; FE28; M4]** The offices are designed to provide students and future students with the information and support they need, including if they wish to change study programme. **[SER pp.43&45; 5; 133-136; 138; 139; FE28; M4]** Students receive a variety of information through leaflets, press and electronic media and the official webpage, as well as the students' handbook. **[SER p.45; 93; University web site;M4; M5]** The website also provides general information for applicants, students and staff, for example on forthcoming events. In addition, the University is active in social networks, provides an intranet, and every member of staff has an SUT email account. **[SER p.45; University web site; M5]** Students' personal records are maintained on a student management system by the Registrar's Office **[SER p.45; 5; 141; 144][Chapter I Standard III.2, Chapter I Standard III.3]**

5.4 As noted in paragraph 3.2, the University has a policy for increasing the diversity of new students. **[SER p.26; AE54; M3]** Students confirmed the availability of flexible, individualised study programmes for elite students. **[SER p.46; 5; 71; 158; FE14; M3; M5]** To date, SUT has recruited one disabled student and while acknowledging that the Rectorate has been working with the relevant Ministry with a view to increasing participation in sport by disabled students, **[FE14; M3; M4]** the review team considers the lack of a clear policy for the admission and support of students with a disability to be a **weakness**, and it therefore **recommends** that the University establishes a clear policy for the admission and support of students with a disability. **[Chapter I Standard III.4]**

5.5 The University library contains 3,581 books of which 1,740 are in a foreign language and 440 titles in Albanian. Approximately 200 titles have been added in the past five years and funds are allocated to continually update the library stock. **[SER pp.46-47; 93; 105; 106; M4]** The library is for reference only but provides electronic material, and opening hours are stated in the student handbook. **[93; learning resource tour; University web site]** In the Student Survey approximately 50 per cent of students report that they cannot always access the texts they want, though they report broad satisfaction with the support provided by the library. **[Student Survey]**. Students met during the review are satisfied with library provision

and felt that it met their needs, but staff recognised the need for improved access for online resources. [M5; M8] The Archives and Records Office is responsible for the registration, archival and storage of documents and papers. [SER p.46; 146] Students have a registration card. [104][Chapter I Standard III.5]

5.6 Faculties guide and mentor the students in their thesis preparation and assist students to find basic or complementary literature. [SER p.47; 5] To facilitate this, academic staffing levels are carefully monitored and in the Student Survey virtually all students report that academic staff are sufficiently available. [SER p.44; 032; Student Survey] Students met during the review spoke warmly of the accessibility of their tutors and of the support they provide. [M5] Following a proposal from the Student Council, there is a specific protocol in place that allows students access to the gym facilities after formal teaching hours. [153][Chapter I Standard III.6]

5.7 There are Student Councils at institutional and faculty level which are independent, promoting the representation and participation of students in University governing bodies. [SER P.47; 5; 151; 152; 147-150; 154-157; M3; M4] Students met during the review and who had recently been elected to their faculty student council were able to describe how the Councils operate. [M5] Information about the work of the Student Councils is provided on the website and on electronic noticeboards, but despite this, in the Student Survey, awareness of mechanisms for student engagement in University processes is low. [Student Survey; M3; M5] The Student Councils are not supported financially, [M3; M5; M7] which the review team considers to be a **weakness**, and it therefore **recommends** that the University provides financial support for Student Council activities. [Chapter I Standard III.7]

5.8 SUT has a vision to prepare ambitious, independent, enterprising and well-prepared students and has made a strategic commitment to their extracurricular sporting life. [5] The University has a long-standing tradition of organising sporting events and in participating in numerous national and international activities. [M1; M6] As noted in paragraph 3.1, University regulations enable elite athlete students, identified by the Ministry, to attend an individual study programme, and a flexible approach to attendance is permitted for students who are members of first-category Sports Clubs. [SER p.48; 5; 71; 158; M3; M5; M7] Sporting activities and championships are also organised by students, and athletes are supported to compete at external events. [47; 48; 49; AE57; AE58; M4; M6] To support student health and wellbeing, SUT employs a full-time doctor and a physiotherapist. [SER p.48; M4; M5][Chapter I Standard III.8]

5.9 The Strategic Plan 2016-20 makes a clear commitment to supporting and helping students of all cycles into employment, and students spend considerable time in practice developing a wide range of sport-related skills. [23; M3; M4; M5; M6] Students indicated a broad satisfaction with the employability skills they develop and with the support they receive in gaining employment. [Student Survey; M5] The University is in the process of setting up a Career Office in the International Relations and Project Office to track student employment. [FE32; M4; M7] At the time of the review, graduate employment data held by the Curricular and Standards Office was incomplete. The University has asked the Education Directorate for information regarding graduates employed in schools and is also contacting alumni. [SER p.48; SER doc 90; AE63; M7] However, the review team considers the lack of comprehensive statistical data on the employment of graduates to be a **weakness**, and it therefore **recommends** that the University develops and implements a process to enable a comprehensive database to be established to track the employment of all of its graduates. [Chapter I Standard III.9]



## Findings

### Good practice

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

### Weaknesses

The review team identified the following weaknesses:

- the lack of a clear policy for the admission and support of students with a disability (paragraph 5.4; **Chapter I Standard III.4**)
- Student Councils are not supported financially (paragraph 5.7; **Chapter I Standard III.7**)
- the lack of comprehensive statistical data on the employment of graduates (paragraph 5.9; **Chapter I Standard III.9**).

### Recommendations

The review team made the following recommendations:

- the University establishes a clear policy for the admission and support of students with a disability (paragraph 5.4; **Chapter I Standard III.4**)
- the University provides financial support for Student Council activities (paragraph 5.7; **Chapter I Standard III.7**)
- the University develops and implements a process to enable a comprehensive database to be established to track the employment of all of its graduates (paragraph 5.9; **Chapter I Standard III.9**).

### Affirmation of action being taken

The review team did not make any affirmations.

## Judgement

**The Standards for Students and their Support are substantially met.**

## List of References

**Table 1**

Included on pages 52-55 of the Self-evaluation Report and referred to throughout the report as SER docs with the relevant number (for example, 2).

1.	1. Law_80_2015_22_07_2015
2.	1.1.1 SUT Regulation
3.	1.1.2 SUT Statute
4.	1.1.3.2 Decision of the Senate on changes of SUT Regulation
5.	1.2.1 SUT 2016-2017 Structure
6.	1.2.2 Decision no. ____ dated ____ "On setting up strategic management group"
7.	1.2.2.1 Distribution of unconditional transfer
8.	1.2.3.1 Decision of the Senate on changes in SUT Internal Regulation
9.	1.2.4.1 On students earning a doctoral degree
10.	1.2.6.1 Decision on setting up SUT Ethics Committee
11.	1.2.6.2 SUT Code of Ethical Conduct
12.	1.3.1 Council of Professors Regulation
13.	1.3.3.2 Bilateral agreement
14.	1 1.3.3.2 Bilateral agreement
15.	2 1.4.1.1 Internal Decision on Inspection of 2014-2015 teaching activity
16.	1.4.1.2 Internal Decision on Inspection of 2013-2015 research activity
17.	1.4.3.1 Projects involving partners
18.	1.5.1 Strategic plan decision
19.	1.5.2.1 FMS Strategic Plan
20.	1.5.2.2 FPAR Strategic Plan
21.	1.5.2.3 Sports Scientific Research Institute Annual Plan and Strategic Plan
22.	1.5.3.1 SUT 2016-2017 Annual Plan
23.	1.5.3.2 FMS 2016-2017 Annual Plan
24.	1.5.3.3 FPAR Annual Plan
25.	1.5.3.4 SUT directorates' annual plan
26.	1.6.1.1 SUT 2016 Annual Analysis
27.	1.7.3.1 Collaboration agreement on pedagogical practice
28.	1.7.3.2 Collaboration agreement with Agency of Park and Recreation (Tirana City Hall)
29.	1.7.4.1 Participation in conferences
30.	1.7.4.2 SUT Academic staff and student mobility
31.	1 1.7.4.2 SUT Academic staff and student mobility
32.	1.7.4.3 Invited lecturers
33.	1.7.5.1 Collaboration with Ministry of Education and Sport on student tracking
34.	2.3.5 Upgrading of programs on decision of the senate
35.	2.4.1.4 FMS Doctoral Studies Regulation
36.	2.4.3.5 Document - Research or academic experience in foreign universities
37.	3.1.1.1 Leaflet sample in MES Universities' Fair
38.	3.1.1.2 Leaflet sample SUT leaflet
39.	3.1.1.3 Leaflet sample FMS leaflet
40.	3.1.1.4 Leaflet sample FPAR leaflet
41.	3.1.1.4.1 Conference for students
42.	3.1.1.4.2 Conference for staff
43.	3.1.1.4.2 SUT sport 1

44.	3.1.1.4.2 SUT sport 2
45.	3.1.1.5.1 Faculty of Movement Sciences Bachelor in Movement Sciences
46.	3.1.1.5.2 Faculty of Movement Sciences Professional Master in Teachers of Physical Education 3.1.1.5.3 Faculty of Movement Sciences Professional Master in Sports Training
47.	3.1.1.5.4 Faculty of Movement Sciences Master of Science in Sports Sciences
48.	3.1.1.5.5 Faculty of Physical Activity and Recreation Bachelor in Sciences of Physical Activity and Recreation
49.	3.1.1.5.6 Faculty of Physical Activity and Recreation Professional Master in Physical Activity and Recreation
50.	3.1.1.5.7 Faculty of Physical Activity and Recreation Master of Science in Physical Activity and Health
51.	3.1.1.5.8 Program Syllabus Bachelor Faculty of Movement Sciences part 1
52.	3.1.1.5.9 Program Syllabus Bachelor Faculty of Movement Sciences part 2
53.	3.1.1.5.10 Program Syllabus Professional Master Faculty of Movement Sciences
54.	3.1.1.5.11 Program Syllabus Scientific Master Faculty of Movement Sciences
55.	3.1.1.5.12 Program Syllabus Bachelor Faculty of Physical Activity and Recreation part 1
56.	3.1.1.5.13 Program Syllabus Bachelor Faculty of Physical Activity and Recreation part 2
57.	3.1.1.5.14 Program Syllabus Professional Master Faculty of Physical Activity and Recreation
58.	3.1.1.5.15 Program Syllabus Master of Science Faculty of Physical Activity and Recreation
59.	3.1.1.6 On informing 2017 school-leavers by MES
60.	3.1.2.1 Decision of the Council of Ministers on Elite Athletes
61.	3.1.3.1 Job Market Report
62.	3.1.3.1.1 Guideline of Ministry of Education and Science No. 611 dated 31.12.2010
63.	3.1.3.1.2 Guideline of Ministry of Education and Sport No. 51 dated 05.02.2015
64.	3.1.4.1 Projects involving with counterpart universities
65.	3.1.5.1 Guideline of Ministry of Education and Science No. 20, dated 09.05.2008
66.	3.1.5.2 Supplemental hours payment
67.	3.1.5.3 Higher Education Institution Academic Staff Annual Agreement
68.	3.1.7.1 FMS Bachelor Degree (full-time)
69.	3.1.7.2 FMS Full-time Bachelor Supplement
70.	3.1.7.3 Studies transfer practice
71.	3.1.7.3. Studies transfer practice 1
72.	3.1.7.3. Studies transfer practice 2
73.	3.1.7.4 Poster on Sport Management – detailed program
74.	3.1.7.5 SPEED Leaflet
75.	3.1.7.6 SPEED Tempus Leaflet on Transformation of Academy of Physical Education and Sport – Albanian
76.	3.1.8.5 SUT 2016-2017 Structure
77.	3.1.8.6 2016-2017 Structure of part-time lecturers
78.	3.1.9.1 2016 MES report on welcoming capacities
79.	3.5.5.1 Collaboration with MES on student tracking
80.	3.5.5.1.1 Setting up student tracking group
81.	3.5.5.1.1 Decision of the Senate on setting up student tracking structure
82.	3.6.6.1 Part-time lecturers

83.	3.10.2.1 SUT Student handbook
84.	3.10.5.1 MES Clarifying Guideline on Foreign Languages
85.	3.12.1.1. Licence of Tourist Guide for FPAR Students
86.	3.12.2.1 Program Template of Professional Practice
87.	4.1.8.3 Transparency Program on public informing
88.	4.1.8.4 Protection of personal data
89.	4.2.1.1.1 Responsible departments for FMS study cycles
90.	4.2.1.1.2 Responsible departments for FPAR study cycles
91.	4.2.1.3 Relation on SUT infrastructure
92.	4.2.1.3.1 Information for academic and administrative staff
93.	4.2.1.5 RASH INFO
94.	4.2.1.5.1 SUT student card
95.	4.2.1.5.2 List of books over 5 years
96.	4.2.1.5.3 SUT Book Contract
97.	4.2.1.5.4 Leaflet
98.	4.2.1.6 Participation of SUT staff in 2016 international scientific events
99.	4.2.1.7.1 Sample Template 2 for Department
100.	4.2.1.7.2 Appendix 1
101.	4.2.1.7.3 Sample Aiding Template 1
102.	4.2.1.7.4 Department of Medicine 2015-2016 Conduct of Scientific Work
103.	4.2.1.7.5 Scientific Research Work Assessment Form
104.	4.2.2.2 2016 Call for Research Projects
105.	4.2.2.3 Catalogue of 2013-2017 SUT scientific research works
106.	4.2.2.10 Research Infrastructure Assessment Form–biomechanics laboratory
107.	4.2.2.11 Research Infrastructure Assessment Form– physiology laboratory
108.	4.2.2.12 Research Infrastructure Assessment Form – biochemical laboratory (1)
109.	4.2.2.13 Library Assessment Form ust.edu.al
110.	4.2.3.2 Analysis of SUT students' questionnaire conducted in February 2017
111.	4.2.3.3 Quality assessment working group
112.	4.2.3.4 FMS Composition of Internal quality assurance unit
113.	4.2.3.5 FPAR Composition of Internal quality assurance unit
114.	4.2.3.6 SUT working group inspection report
115.	4.3.1.3 2017 Scientific Conference
116.	4.3.1.6 Guidelines for authors JPAS
117.	5.1.1.1 FPAR males and females' admission norms
118.	5.1.1.2 FMS females' admission norms
119.	5.1.1.3 FMS males' admission norms
120.	5.1.1.4 Student Medical Record Card
121.	5.1.1.5 Senate Decision No. 6 dated 12.1.2017 on 2017-2018 admission criteria
122.	5.1.1.6 Approval of Senate of SUT admission criteria
123.	5.1.1.7 Senate Decision on FMS change in norms
124.	5.1.1.8 Rectorate and Senate Decision on approving admission quotas
125.	5.1.2.1 Reception hours for administration offices
126.	5.1.2.2 FMS students' reception hours
127.	5.1.2.3 FMS counselling office reception hours
128.	5.1.2.4 FPAR counselling office reception hours
129.	5.1.2.4.1 Change in FPAR reception hours
130.	5.1.2.5 FMS composition of counselling office
131.	5.1.2.6 FPAR composition of counselling office
132.	5.1.2.7 Decision on setting up Faculties' Counselling Offices
133.	5.1.3.1 FPAR Bachelor Record Book

134.	5.1.3.2 FPAR Professional Master Record Book
135.	5.1.3.3 FPAR Master of Science Record Book
136.	5.3.2.2.1 Information on record book containing students' personal data
137.	5.3.5.1 SUT base units' catalogue of books
138.	5.3.5.2 For a good archival performance
139.	5.7.1.0 Student Council Constitution
140.	5.7.1.1 FMS Student Council
141.	5.7.1.2 Decision of FPAR on Student Council
142.	5.7.1.3 FPAR Student Council
143.	5.8.1.4 Supporting lecturer for FMS students
144.	5.8.1.5 Supporting lecturer for FPAR students
145.	5.8.2 Handbook on using SUT gym facilities by students
146.	5.8.2.1 Statute Working Group
147.	5.8.2.2 Third Faculty Working Group
148.	5.8.2.3 Code of Ethical Conduct Working Group
149.	5.8.2.4 SUT Regulation Working Group
150.	5.8.3.1 Decision of Council of Ministers No. 1720 dated 29.10.2008 on studies for elite athletes

**Table 2**

Evidence requested by the review team and provided by the University prior to the review visit. Referred to throughout the report as AE with the relevant number (for example, **AE 2**).

1.		Additional evidence reference list.
2.	2.4.1	In Albanian Organisational chart
3.	2.4.2.2.1	Letter of invitation to an international conference
4.	2.4.3.1	Letters of invitation to an international conference
5.	2.4.3.2	In Albanian – large report with student numbers – probably useful
6.	2.4.3.3.	Invitation for PhD progress reports
7.	2.4.3.4	In Albanian – list of Profs
8.	2.4.4.2	In Albanian – data of some description
9.	2.6.1.1	In Albanian
10.	2.6.1.3	In Albanian
11.	2.6.1.4	In Albanian
12.	2.6.2.3	In Albanian
13.	2.6.2.5	In Albanian
14.	2.7.1.2	In Albanian
15.	2.7.1.3.1	University Brochure
16.	2.7.2.1	In Albanian
17.	2.7.2.1.1	In Albanian
18.	2.7.2.2	In Albanian – number of computers and laptops
19.	2.7.3.1	In Albanian
20.	2.7.4.3	In Albanian – library brochure
21.	2.7.6.2	In Albanian
22.	2.5.1.1	In Albanian
23.	2.5.1.2	In Albanian
24.	2.5.1.10	In Albanian
25.	2.5.1.12	Photos of generators
26.	2.5.2.1	In Albanian
27.	2.4.4.1	In Albanian

28.	3.1.1.6	In Albanian
29.	1.10	Letter to Ministry about annual report
30.	1.12	Tempus Report Sports Science Curricula in Albania
31.	1.3	In Albanian – Rectorate Meeting handwritten
32.	1.4	In Albanian Senate meeting handwritten
33.	1.9	Strategic Plan 2016 -2020 (Same as 1.5.1)
34.	1.14	ERASMUS Learning agreement University of Rome
35.	2.1	Brochure (again!)
36.	2.3	In Albanian – list of Profs (again!)
37.	2.4	Photo
38.	3.2	Standing long jump test for admissions
39.	4.2.1	Book of abstracts
40.	5.1	In Albanian
41.	5.2.1	Mostly In Albanian = Balkan Sports Games 2016
42.	5.2	In Albanian – something about basketball
43.	1.1	Note of minutes of Rectorate meeting
44.	1.2	Note of minutes of Senate meeting
45.	1.13.1	Request for placements in schools (Translation of 3.12.2.1)
46.	1.13	Cooperation agreement with Tirana Regional Educational Directorate
47.	2.5	Employability data (Translation of 3.1.3.1)
48.	3.2.1	In Albanian- Senate approval refers approval quota admission to students from the region and from territories such as Kosovo, Montenegro, Presevo, and Vujanovic, Macedonia.
49.	3.5	Diploma supplement
50.	3.15	Letter from MES about English language testing (translation of 3.10.5.1)
51.	4.2	Funding request to MES for staff to attend international conference
52.		INDEX OF REQUESTS FOR ADDITIONAL EVIDENCE
53.	1.1.2.5	Extract of Statute
54.	2.4.1.2.1	Recruitment of external lecturers
55.	3.12.1.1	Licence of Tourist Guides (translation)
56.	2.5.2.1	In Albanian

**Table 3**

Evidence requested by the review team and provided by the University during the review visit. Referred to throughout the report as FE with the relevant number (for example, **FE 2**).

1.	3.1.1.5.8	Programme Syllabus
2.	3.1.1.5.9	Programme Syllabus
3.	3.1.1.5.10	Programme Syllabus
4.	3.1.1.5.11	Programme Syllabus
5.	3.1.1.5.12	Programme Syllabus
6.	3.1.1.5.13	Programme Syllabus
7.	3.1.1.5.14	Programme Syllabus
8.	3.1.1.5.15	Programme Syllabus
9.	3.1.5.2	In Albanian- Supplementary teaching payment
10.	5.1.1.1	In Albanian - Admission standards for males and females
11.	5.1.1.2	In Albanian - Admission standards for females
12.	5.1.1.3	In Albanian - Admission standards for males
13.	5.1.1.4	Student medical approval for admission
14.		Quota system for admission

15.		PhD staff
16.		Examples of Education objectives
17.	3.1.1.5.1	In Albanian Education objectives – actually teaching hours
18.	3.1.1.5.2	In Albanian Education objectives - actually teaching hours
19.	3.1.1.5.3	In Albanian Education objectives- actually teaching hours
20.		Annual workload for lecturers
21.		Faculty decision for orientation and counselling
22.		Educational objectives Faculty of Movement Sciences
23.	10.1	Certificate for a Tourist Guide
24.	10.2	Requests for placements (duplicate)
25.	10	Requests for placements
26.		In Albanian - Extra documents re student questionnaire
27.		FURTHER EVIDENCE CHECK LIST
28.		In Albanian - Rectorate decision for counselling and orientation office 2016
29.		Student timetable
30.		In Albanian
31.		ERASMUS+ Student mobility
32.		Decision on setting up a structure to track graduate employment

**Table 3**

Evidence from review visit meetings

M1	Meeting 1
M2	Meeting 2
M3	Meeting 3
M4	Meeting 4
M5	Meeting 5
M6	Meeting 6
M7	Meeting 7
M8	Meeting 8
M9	Meeting 9
M10	Meeting 10