



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

**Report of Catholic University  
'Lady of Good Counsel'  
June 2017**

Review Team:

1 Kevin Kendall

Lead Reviewer



2 Janthia Taylor

Reviewer



3 Gjergj Thomai

Reviewer



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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

The Catholic University 'Our Lady of Good Counsel' or Universiteti Katolik 'Zoja e Këshillit të Mirë' (UnikZKM) is a private non-profit higher education institution located in Tirana, with a smaller centre in Elbasan. It was established in August 2004 following an agreement between the Catholic Church and the Albanian Government in 1993 and a visit by Mother Teresa. It has the following mission: Catholic University 'Our Lady of Good Counsel', by following the spirit of its Founder, helps in the development of university education, research and continuous education in order to prepare graduates, experts and specialists at European level, to form students with the best moral values, capable of helping in material and spiritual development of society. Catholic University 'Our Lady of Good Counsel' fulfills these duties through a university education of the highest level, an education approach based on the highest and most updated standards of teaching and inspired by the principles of the social doctrine of the Catholic Church in particular on the respect of fundamental human rights, equality between members of society, different ethnicities, religions and nationalities, according to a concept of science in the service of man and of peaceful social coexistence.

The University and the establishment of its faculties have developed to the following timescale:

2004-2005 Faculty of Medicine, Faculty of Economics and Political Sciences.

2005-2006 Faculty of Pharmacy.

2015-2016 Faculty of Applied Sciences.

The University offers three first-cycle, seven second-cycle and integrated second-cycle programmes, and two third-cycle programmes in a range of subjects related to the above faculties. These include nursing, physiotherapy, medicine, dentistry, pharmacy, business economics, political sciences, international relations and entrepreneurship in tourism. All the students are full-time and there are 620 students studying bachelor's programmes, 50 studying master's programmes, 1,288 studying integrated masters' programmes and 20 studying doctoral programmes. There are 439 students with Italian citizenship and small numbers from Kosovo and other neighbouring countries, as well as from North and South America.

A characteristic of the University is the close collaboration with Italian universities, and all the programmes are delivered in Italian. The objectives are to ensure a comparable quality and standard to those universities and the awarding of degrees recognised in European countries, particularly by awarding joint degrees with the collaborating partners. There are 295 full-time academic staff, of whom 257 have foreign citizenship, mainly Italian. In addition, there are 221 part-time academic staff, of whom 120 have foreign citizenship. All the 69 administrative and support staff have Albanian citizenship.

Several additional initiatives have been part of the development of the University and its establishment as an important player in the region. These include the Centre for Training of Deputies of South East Europe, the Observatory of University Health Systems of Balkan Countries and the European Centre for Peace, Integration and Cooperation.

A recent important milestone achieved by the University was the accreditation by the Ministry of Education and Sports as a university in March 2016.

## Summary report

A self-evaluation report was developed by an internal evaluation group at the University, which included representation from the study programmes, quality assurance, the curriculum office, the statistics office, the finance office and student representation. The group held meetings with members of the academic, administrative and support staff at the University to gather together the information required. This included the large number of references that were appended to the report.

Drafts were circulated to a wider audience within the University before being finalised and approved by the Rector and the self-evaluation group. The Institution cooperated fully in the evaluation process, the documentation was provided in English and additional documentation was provided on request.

The visit took place over two days. The review team was made up of two senior higher education reviewers from the UK and one experienced higher education member of staff from an Albanian institution. The review team was supported by a Review Manager and note-taker provided by APAAL, the agency responsible for reviews of higher education in Albania. The review team was provided with a self-evaluation report and a portfolio of supporting evidence eight weeks in advance of the review visit, which was supplemented by additional documentation requested. In all some 178 documents were considered, and enabled the team to familiarise themselves with the structure, policies, management procedures and the nature of teaching and research activity undertaken by the University. Evidence considered included the Statute of the University, Academic Regulations, Development Plans, Annual Reports, Collaboration Agreements, Study Plans, Student Handbooks, admission and orientation procedures, examples of programme information and evidence from deliberative meetings.

A series of meetings took place during the two days of the review visit, which allowed the review team to gain a clearer understanding of responsibilities, procedures and the views of staff and students. The review team met with the Rector, the self-evaluation team, the Director General, the faculty deans, heads of department, students, academic staff, administrative and support staff and a range of employers, partners and alumni.

Notes were taken at all meetings. As part of a tour of the campus the review team viewed the library, the dental laboratory, the anatomy laboratory, the histology laboratory, the physiotherapy laboratory, the chemistry laboratory, the operating theatre, the hydrotherapy pool, classrooms, IT facilities and the student cafeteria. Having reviewed all evidence available, the team reached the conclusions set out below.

The University meets the standards fully for the Organisation and its Management. In reaching this conclusion the review team identified one feature of good practice but did not identify any weaknesses, recommendations or affirmations. The Institution and its structures work in accordance with its Statute and Regulations, and its formally constituted committees ensure efficient management. The University encourages constructive debate and respects its limits of autonomy. It has a mid-term and long-term development plan based on market research and has very fruitful partnerships with a number of Italian universities. The feature of good practice identified by the review team is the links with Italian universities, which facilitates the development of technical skills needed in Albania and the wider Balkans.

The University meets the standards fully for Resourcing. In reaching this judgement the review team identified one feature of good practice and one affirmation of an action being

undertaken. They did not identify any weaknesses or recommendations. The high level of physical resources provided for teaching and research, which enables extensive practical and experiential learning supported by a wide range of services for students, is a feature of good practice. These include a computer laboratory, dental clinic and laboratory, anatomy, histology, physiotherapy and chemistry laboratories, an operating theatre, rehabilitation clinic and a hydrotherapy pool. It has also developed other facilities including a conference hall, a range of classrooms, a central library, cafeteria and comprehensive accessibility for students with physical disabilities. There is also accommodation for 35 teaching staff from Italy. The affirmation of action already taking place is the building of a hospital within the campus which aims to be in operation in 2018, as both an excellent teaching resource and a valuable asset for the people in the region.

The University meets the standards fully for the Curriculum. In reaching this judgement the review team identified two features of good practice. The team did not identify any weaknesses, recommendations or affirmations. The team considered that one feature of good practice is the University's strategic focus on responding to the needs of Albania and the Balkans region through the identification of deficits in professional provision and addressing this through the development of new programmes, and the second feature of good practice is the model of enabling Albanian students to achieve European professional recognition through the award of double degrees with Italian universities.

The University meets the standards fully for Teaching, Learning, Assessment and Research. In reaching this judgement the review team did not identify any features of good practice, weaknesses or recommendations. The study programmes are appropriate, are applied appropriately, and are subject to continuous improvement to increase quality. The review team did identify one affirmation of action already being undertaken by the University. This is the University's institution-wide approach to the evaluation of scientific research, which enhances its existing model of planning, its commitment to supporting research important nationally and to the Balkans, and its approach to research internationalisation.

The University meets the standards fully for Students and their Support. In reaching this judgement the review team identified one feature of good practice, which is that the University is Italian-speaking and is open to foreign students, especially welcoming students from Italy. The review team did not identify any weaknesses, recommendations or affirmations and concludes that the University pursues the correct policy for new student entrants, communication with students and staff, support for specific social categories, and literature and support for students throughout their academic, cultural and sporting life at the University.

The University 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 identified the following features of good practice:

- the links with Italian universities, which facilitate the development of technical skills needed in Albania and the wider Balkans (paragraph 1.9; **Chapter III Standard III.2**)
- the high level of physical resources provided for teaching and research, which enables extensive practical and experiential learning, supported by a wide range of services for students (paragraph 2.11; **Chapter III Standard V.1**)
- the University's strategic focus on responding to the needs of Albania and the Balkans region through the identification of deficits in professional provision and addressing this through the development of new programmes (paragraph 3.4; **Chapter I Standard I.3; Chapter I Standard I.4**)
- the model of enabling Albanian students to achieve European professional recognition through the award of double degrees with Italian universities (paragraph 3.9; **Chapter I Standard I.10**)
- the University is Italian-speaking and is open to foreign students, especially welcoming students from Italy (paragraph 5.1; **Chapter I Standard III.1**).

### 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 affirms the following actions already in progress:

- the building of a hospital within the campus, which aims to be in operation in 2018 as both an excellent teaching resource and a valuable asset for the people in the region (paragraph 2.8; **Chapter III Standard VII.3**)
- the University-wide approach to the evaluation of scientific research, which enhances its existing model of research planning, its commitment to supporting research important nationally and to the Balkans, and its approach to research internationalisation (paragraph 4.11; **Chapter II Standard I.8**).

## Summary of judgements for each Evaluation Area

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

## Summary judgement

The reviewers recommend to the Accreditation Council that at Catholic University the State Quality Standards are **fully met**.

## Detailed report

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

1.1 The University Statute **[A13]** defines the legal nature, mission, organisational structure and operation of the University in accordance with the law. It is described as a private, non-profit higher education institution that develops university education and scientific research activity. This is supported by detailed regulations **[A97]** describing, for example, faculty and department structure, governance, responsibilities, degrees awarded, admissions, assessment and graduation. Both the Statute **[A13]** and the Regulations **[A97]** are currently being updated to reflect the new law on higher education **[A2]**. The University and its study programmes were first accredited by the Ministry in 2007 **[A95]** and subsequently in 2016. **[A96]** *[Chapter III Standard I.1]*

1.2 The University is organised to ensure efficiency in management and in accordance with the Statute **[A13]** and Regulations **[A97]**. The Director General drafts the budget, taking into account the needs of the departments for teaching, research and services. It is then subject to discussion at the Senate and to final approval by the Administration Board **[A2; M3; M7]**. The major part of the budget is to cover the academic staff from the Italian partner universities who work at the University, enabling the issuing of joint degrees **[A2, tour]**. The flow of information from staff, through departments to the Senate and the promulgation of decisions made by the Senate to staff and students, is effective **[A2; M1; M2; M3; M4; M6; M7]**. The management and administration of the University and the decision-making processes work appropriately and are understood by staff at all levels. **[M3; M6; M7]** *[Chapter III Standard I.2]*

1.3 The University structure as defined in the Statute **[A13]** and Regulations **[A97]** is also publicly available **[A99]**. In addition to the Senate **[A18]** and the Administrative Board or Council **[B2]**, there are a number of councils and committees. These include the Ethics Council **[A14; A15; B18; B38]**, the Joint Teaching Committee **[A16; B14]** and the Council of Professors **[A16]**. The Joint Teaching Committee is equivalent to the Faculty Council in many universities, and has membership from the Italian universities, for example the Universities of Bari, Rome and Florence **[A26; A31; A101]**. This is an important link and enables comparability of programme delivery and assessment with the Italian universities and the awarding of the joint diploma **[M1]**. The roles and responsibilities of key staff in the University, for example the deans and heads of department, are defined in the Statute **[A13]** and Regulations **[A97]**. Staff met by the review team **[M1; M2; M3; M6; M7]** confirmed that they are informed and involved in decision making. The management structure is working effectively and efficiently, encouraging constructive debate. *[Chapter III Standard I.2; Chapter III Standard I.3]*

1.4 The University ensures that the limits of autonomy are respected and that it operates within the law and the regulations. Financial auditing is carried out independently by an auditor appointed by the Foundation **[A2; A102]**. The Internal Quality Assessment Unit **[A82; A83; B19; B25]** verifies the administration of the University and its activities. It provides an annual report (see paragraph 4.3) to the Rector and the Senate and can propose modifications of the Regulations. The University has established an Office of Research Projects and International Coordination **[A2; M7]** to ensure that it is able to benefit from funding available from European programmes and beyond (see paragraph 4.7). *[Chapter III Standard I.4]*

1.5 The University has a mid-term and long-term development plan, **[A19; C10]** with objectives to be achieved in accordance with its mission and based on the implementation of the agreement between the Catholic Church and the Albanian Government **[A5]**. This plan covers programmes, organisational structure and infrastructure, for example the development of the new hospital on the University campus in Tirana. The plan has recently been updated **[B12]** and gives more precise information on programmes offered and planned student numbers. These development plans have been approved by the Senate and Administration Board, **[A2]** have been discussed widely within the departments **[M6, M7]** of the University, and are in accordance with its mission and purpose. **[Chapter III Standard I.5]**

1.6 The Annual Report **[A20]** reflects the internal and external activity of the University during the year. It has contributions from each area of the University and is an evaluation of progress against the development plan **[A2]**. The Annual Report is approved by the Senate and submitted to the Ministry. Academic staff and students are able to access it through the library. **[A2] [Chapter III Standard I.6]**

1.7 The University has full autonomy and academic freedom in teaching and academic research, according to article 7 of the Statute **[A13]**. This includes freedom to select its own staff, offer study programmes, establish partnerships with other universities and organisations, admit students and use land and other assets provided by the Foundation. The University currently operates four faculties divided into 10 departments, including the branch at Elbasan **[A99]**. Joint Technical and Teaching Committees are an important supplement to the normal structure found in Universities and are a key decision-making body for issues relating to the management of the joint programmes with Italian universities **[A2; M3]**. The University has also established other structures, for example the International Centre for Research and Studies, the European Information Office, the Centre for Training of Deputies of South East Europe, the Observatory of University Health Systems of Balkan Countries and the European Centre for Peace, Integration and Cooperation, which are part of the University structure with specific research and specialist functions. The Bachelor's Degree in Nursing is the only programme currently delivered at the Elbasan site, to fulfil a particular local need **[M4; M6]**. The University has a comprehensive website [[www.unizkm.al](http://www.unizkm.al)], available in Albanian, Italian and English, where all the first, second and third-cycle programmes currently being offered are listed and described. **[Chapter III Standard II.1; Chapter III Standard II.3]**

1.8 The University consults key stakeholders as part of its market research, for example the Ministry of Health in Albania **[A42; M5]** regarding skills needs in the region, and has identified skills needed not only in Albania, but in the wider Balkans region **[M3; tour]**. It also has a cooperation agreements with two universities in Albania, including the University of Tirana **[A33]**. Of the approximately 2,000 full-time students attending the University, 439 are Italian and nearly all the rest are Albanian **[A1]**. All the programmes are taught in Italian, and the majority of full-time teaching staff are Italian along with approximately half of the part-time teaching staff **[A1; M2; M6]**. The University monitors the employment of its graduates in both Albania and Italy and they report a high level of employability **[M7]**, many filling much-needed skills gaps in Albania. **[Chapter III Standard III.1]**

1.9 The cooperation with Universities in Italy is part of the long-term strategy of the University, and it has cooperation agreements with the University of Rome **[A26]**, the University of Milan **[A29]**, the University of Florence **[A30; A31]** and the University of Bari **[A101]**. Students at the University study the same programmes as those in the Italian universities and achieve a joint diploma from both the Catholic University and the Italian partner **[M1]**. Students participate in internships in both Albania and in Italy, organised through the Italian universities. The University has agreements with hospitals in Albania for the provision of internships **[A27; A28]**. The review team considers the links with Italian

universities, which facilitate the development of technical skills needed in Albania and the wider Balkans, to be a feature of **good practice**. [*Chapter III Standards III.1; Chapter III Standards III.2; Chapter III Standards III.3*]

1.10 The Office for Research Projects and International Coordination has an important role in coordinating the agreements with the Italian partners, as do the Programme Coordinators **[M7]**. Approximately 20 per cent of students have been abroad as part of their studies **[Student Survey]** and this reflects the fact that, for example, medical students undertake 60 per cent of their programme in year 6 on an internship in Italy. The large number of Italian teaching staff who visit the University to undertake teaching and research do so to deliver specific subjects and are able to stay in purpose-built accommodation. **[tour]** [*Chapter III Standard III.4*]

## **Findings**

### **Good practice**

The review team identified the following features of good practice:

- the links with Italian universities, which facilitate the development of technical skills needed in Albania and the wider Balkans (paragraph 1.9; **Chapter III Standard III.2**).

### **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 Organisation and its Management are fully met.**

## Evaluation Area 2: Resourcing

2.1 The University pursues clear and open human resource policy covering the recruitment and employment of staff, which meets regulatory requirements based on internal regulations. Policy and procedures support a competition process for the recruitment of qualified full and part-time staff to meet the University's academic and administrative requirements. There is a clear organisational structure which is published on the University website [<http://www.unizkm.al>]. The Human Resources Department advertises vacant posts, and employment criteria are also made available to interested parties through the website. The employment procedure for administrative staff is the same as for academic staff and is based on the Labour Code [A13; A97; M7]. Academic staff are recruited as required to meet the teaching workloads [A13; A97; A35; A36; A2 p18; M1; M2]. Academic staff consist of Albanian and Italian lecturers. All the new academic staff are supported to undertake doctoral studies at an Italian university. The technical and supporting teaching staff are also assisted to undertake training [A13; A97; A2 p18; M1; M2; A34; A41; B22]. **[Chapter III Standard IV.1]**

2.2 The University is committed to the integration of academic and administrative staff through participation in national and international conferences. Additionally, they are engaged in several events such as open days, higher education fairs and festive events. The University aims to recruit qualified academic staff nationally and internationally. Faculty staff are supported to work with externally funded projects to promote international mobility. [A2 p20; <http://unizkm.al/>; C1; C11; M1; M2; M3; M6] **[Chapter III Standard IV.2]**

2.3 The University has procedures for assessing the effectiveness of its academic staff. Every year it organises work-related training events where all relevant staff participate. It has several methods to periodically assess staff performance. These include evaluation by the Rectorate and the Dean's office, annual meetings to analyse academic and research work and annual reports on academic and research performance at departmental level. Each member of academic staff completes a personal assessment card of their teaching and research performance, submitted at the end of every academic year. Students complete annual evaluations of programme delivery and lecturer performance before the examinations, which inform changes needed for the following year. [A2 p20; M1; M3; M4; M6; C20] **[Chapter III Standard IV.3]**

2.4 The University engages in community and integration events for its staff and students. Staff and students confirm that organised joint activities, including attendance at recruitment fairs, social events and sports competitions, have helped to ensure that they are integrated into the University community. Two or three activities per year promote social dialogue, for example the Academic Year Inauguration, Foundation Event and support of social initiatives related to volunteering. The University organises life insurance policies in accordance with European Standards [A2 p20-21; <http://unizkm.al/>; B29; C21]. The University therefore has effective management of human resources. [A2 p21; M1; M3; M6; B22; B36; B47] **[Chapter III Standard IV.4]**

2.5 An effective system for financial management and the preparation of the annual budget, taking full account of the law for higher education and University regulations, is in place. The annual budget is discussed and approved by the Administration Council, taking into account the budgets from individual departments. The University has transparent procedures for the management of financial resources. Financial management complies with statutory requirements, with accounts going to the Ministry of Education and Sport annually. The budget is delegated to each faculty for support in the delivery of key priorities. Requests from departments and faculties are reviewed by the Senate and the Administration Board and then approved by the Rectorate. The University ensures that the local accounting

standards are respected, financial statements are submitted to the tax office, and documents are kept according to the respective law. **[A2 p21-22; A13; A97; A102; B28; M3; M4]** **[Chapter III Standard VI.1; Chapter III Standard VI.2; Chapter III Standard VI.3]**

2.6 The University has an information system and has recently received a certificate on information security, namely ISO 27001. Policy enforcement and coordination is ensured through support systems for workflow management. The University publishes on its website all information that the public may need. The framework for management of University information systems is set out in the relevant regulation. The information management infrastructure includes a Student Management System and there is a database for student registration and assessment results. The student system provides students with online lesson plans, course information, examination schedules and teaching materials. The website includes standard information on institutional, academic, cultural and social activities **[A2 p23; <http://unizkm.al/>; M2; M3, M4; M6; M7; C16]**. **[Chapter III Standard VII.1]**

2.7 The University has an appropriate information technology infrastructure that meets the needs of staff and students. Internet and Wi-Fi are widely available throughout the University. There is a wide variety of practice laboratories which are equipped with modern specialist equipment to support student learning. In addition, lecture rooms are equipped with modern electronic teaching aids and there is an adequate number of computer stations in teaching rooms to meet students' learning needs. Recently these services have been integrated with the Google Apps for Education package. **[A2 p23-24; <http://unizkm.al/>; M2; M3; M4; M6; M7; C16; Tour]** **[Chapter III Standard VII.2]**

2.8 Real estate is managed directly by the Board of Directors of the Foundation and the President. The University has shown that over the years the Foundation has expanded the programmes and facilities in the University and renovated many facilities related to teaching and research in the area of health in Albania, such as the physiotherapy lab within the campus and the clinic in Tirana city. The Foundation is currently building a hospital within the campus which aims to be in operation in 2018, and the review team **affirms** this project as both an excellent teaching resource and a valuable asset for the people in the region **[A2 p23; A44; A45; A46; B24; M7; Tour]**. **[Chapter III Standard VII.3]**

2.9 The University promotes its academic and scientific heritage and culture in line with the State Quality Standards. It registers and preserves all official documents in accordance with legal expectations. The Protocol and Archive, Information Technology and Human Resources Departments collect, and have individual responsibility for, the preservation of relevant documentation in hard copy and electronically **[A2 p24-25; M1; M7]**. **[Chapter III Standard VII.4]**

2.10 The infrastructure, laboratories equipped with modern equipment, experienced and qualified academic staff and appropriate connections to the labour market help to ensure that University activities are undertaken effectively. The logistical and administrative structure meets the requirements of the Albanian legislation. University professionals manage the technical and logistical department and works together with the procurement office to provide services of common interest **[A2 p25-26; A44; A45; A46; C10; M7; Tour]**. **[Chapter III Standard VII.5]**

2.11 The University owns its own campus and buildings, which are located together in Tirana **[A2 p25-26; Tour]**. Responsibility for the management of resources and facilities is clearly set out in the University Statute and Regulations. Responsibility for estates is held by the Board of Directors of the Foundation and the President. The University has appropriate facilities to meet statutory requirements and satisfy learning and teaching requirements. The review team considers that the high level of physical resources provided for teaching and research, which enables extensive practical and experiential learning, supported by a wide

range of services for students, is a feature of **good practice**. This includes a computer laboratory, dental clinic and laboratory, anatomy, histology, physiotherapy and chemistry laboratories, an operating theatre, rehabilitation clinic and a hydrotherapy pool. The University has also developed other facilities including a conference hall, a range of classrooms, a central library, cafeteria, a Wi-Fi network and comprehensive accessibility for students with physical disabilities. In addition, there are residential accommodation facilities for 35 teaching staff from Italy. **[A13; A97; M2; M3; M7] [Chapter III Standard VII.6; Chapter III Standard V.1]**

2.12 All relevant documents are kept in accordance with legal expectations both in hard copy and electronically. The University's integrated information management system is used to collect and store material electronically and to report regularly to the accreditation agency and the Ministry. **[A2 p27-29; A20; M7; Tour] [Chapter III Standard V.2]**

2.13 The University has full documentation of academic activity in hard copy and electronic format. New students are registered on the students database in accordance with the specific format of the Ministry. The University manages this through the University Management System(UniMS) and is able to produce hard copy when required. It stores statistics on the status of students, historical background of operations and questionnaires, financial and managerial information. The data is retained for more than 10 years. **[A2 p27-29; M2; M3; M4; M6; M7; Campus Tour] [Chapter III Standard V.2]**

## **Findings**

### **Good practice**

The review team identified the following feature of good practice:

- the high level of physical resources provided for teaching and research, which enables extensive practical and experiential learning, supported by a wide range of services for students (paragraph 2.11; **Chapter III Standard V.1**).

### **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 affirms the following action already in progress:

- the building of a hospital within the campus, which aims to be in operation in 2018 as both an excellent teaching resource and a valuable asset for the people in the region (paragraph 2.8; **Chapter III Standard VII.3**).

## **Judgement**

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

## Evaluation Area 3: The Curriculum

3.1 In line with successive development plans [A19; C19; B12], the University offers qualifications across all three cycles including four bachelor's, four integrated master's, five scientific master's, three professional master's, four executive master's and two doctoral programmes [A12]. The website publishes programme information in English, Italian and Albanian [<http://www.unizkm.al/en/>], covering study modules, credits, professional practice and employment opportunities [e.g. <http://www.unizkm.al/en/didactic-offers/facolta-di-economia/bachelor-e-economics/320-political-sciences-and-international-relations>] as well as specific programme admissions requirements [C13; A105]. The University also publishes hard copy flyers publicising each programme [B30-B32]. The admissions process is formally set out in the its Statute [A13 section 33], Regulations [A97 section 17] and individual programme regulations [A56; B1] and managed by the Admissions Office [M7]. The University maintains regular contact with schools through Open Days, Higher Education Fairs and Career Orientation Days [A104]. It makes specific admissions provision for EU students [A47; A105; M7]. *[Chapter I Standard I.1]*

3.2 The University offers an extensive programme of continuing education activities for practising professionals, often informed by international collaborative development projects [A53 p21-24; M4]. This includes conferences and seminars in medicine, dentistry, nursing, physiotherapy and pharmacy [A53 p21-24; C1; C11] as well as specialist training courses, for example in sports medicine [C2], hospital management [C3], advanced simulation of medical conditions [C4] and Peace Studies initiatives. [A53 p25-26] *[Chapter I Standard I.2]*

3.3 Programme regulations provide details of learning objectives, admissions, timetabling and module credits, [A60, A62, A63, A64] as well as module descriptions cover, for example learning hours, credits, learning outcomes, content, assessment and recommended reading [A72-74]. Assessment policy is set out in the University Regulations [A97 §11] and in individual programme regulations [A56; B1]. Academic staff and students confirm that differentiated approaches to assessment are used and that students receive constructive feedback that enables them to improve their performance [M4; M6]. In order to complete their studies students formally defend a diploma thesis [A13 section 13, section 14; A56 p19; C1 section 9]. On graduation students receive a double diploma, one from the University and the other from the Italian partner university [A50, M4], which also includes a diploma supplement [A97 section 13; A79]. *[Chapter I Standard I.1; Chapter I Standard I.2; Chapter I Standard I.3; Chapter I Standard I.4; Chapter I Standard I.6; Chapter I Standard I.10]*

3.4 The University's mission focuses on developing high quality education for professionals who can contribute to Albania's economic and social development [A13 section 4]. The mission is informed by national policies on internationalisation, and the development of economic infrastructure and medical services. This ensures coherence to programme development plans as set out in Development Plans [A19; C19; B12]. Important in the strategic development of medical services is the building of a University hospital, which arose from a 1993 agreement between the Catholic Church and the Albanian Government [A5; B12 p.4; M1; M4; M5; Tour]. Educational objectives are achieved by offering joint degrees developed at Italian universities [A12] and delivered in Italian [A13 section 8.4] by staff qualified in Italy [A86-A91]. Proficiency in Italian language is a student entry requirement [A105]. In line with successive Development Plans [A19; C17; B12] and the University's Mission to offer 'science to the service of people' [A13 section 4], almost all the University's programmes represent new areas of study in Albania which are designed to meet skills shortages nationally and in the Balkans; for example, a second-level master's

programme explicitly designed to address an established shortage of health service managers, which focuses on strategic management of health services and is based on interdisciplinary collaboration between the faculties of Medicine and Economics and also reflects the work of the University's Balkan Health Systems Observatory [<http://www.unizkm.al/al/korpusi/organigrama/258-observatorit-i-sistemeve-sh>]; a professional master's programme in Start-Up Entrepreneurship in Tourism designed to support the development of the emergent Albanian Tourism industry; and a PhD in Public Health, Molecular Diagnosis of Infectious diseases and Pharmacovigilance, which addresses strategic areas of need in health care **[B12; M3; M4; Tour]**. The team considered that the University's focus on responding to the needs of Albania and the Balkans region through the identification of deficits in professional provision, and addressing this through the development of new programmes, is a feature of **good practice**. **[Chapter I Standard I.3; Chapter I Standard I.4]**

3.5 The Head of Department agrees the balance of workload with each academic across teaching, administration and research **[A2 p.34; A25 section 24]**. Academics confirmed that this process is effective and that teaching is normally set at 30-40 per cent **[M6]**. Any additional teaching required is financed by the University's Foundation. **[A2 p35]** **[Chapter I Standard I.5]**

3.6 First-cycle programmes provide basic knowledge on general scientific methods and principles and the development of professional skills through practical laboratories and internships, and are designed to prepare students for second-cycle study and for employment **[e.g. B1 section 2]**. Through its adoption of Italian degrees, the University is fully compliant with the Bologna Process; study programmes follow the characteristic three cycles, that is bachelor's, master's (including integrated master's for dentistry, medicine and architecture) and doctorate **[A97 section 10.5-6]**. This means that the structure of its study programmes is clear to international students. In line with the European Credit Transfer and Accumulation system (ECTS), provision is made for students to transfer credits to and from the University **[A97 sections 18-19; A51 section 4]**. **[Chapter I Standard I.1; Chapter I Standard I.7; Chapter I Standard I.11]**

3.7 First-cycle students participate in an orientation programme which introduces them to the University, its support services and the programme syllabus and timetable **[A2 p37]**. Student support is sustained during a student's study programme through a tutorial system **[M4]** and programme coordinators **[A97 section 6; M3; M4]**, that is academics who oversee programme administration ensure that students understand teaching delivery in Italian and provide continuity during the absence of Italian tutors. Over 70 per cent of first-cycle teaching staff are full-time **[A2 p38]**. Students confirmed the effectiveness of the initial orientation, the clarity of information received, the tutoring system and the programme coordinators **[M4]**. The University has also recently established an Office for Career Guidance and Orientation which provides a one-stop-shop for student matters, **[M7]** and which students confirmed was effective, for example for careers guidance **[M4]**. As noted in the Development Strategy 2010-17 **[C17]**, particular emphasis is placed on the introduction of new teaching methodologies. For example, in the Faculty of Medicine active learning methods are highly developed: students have the opportunity to engage in on-site physiotherapy practice using a hydrotherapy pool and the priority areas of medical diagnostics, emergency medicine and dental surgery have introduced computer-driven simulations with online, multiple-choice assessment. **[M1; M6; Tour]** **[Chapter I Standard I.8]**

3.8 Second-cycle studies culminate in the diploma thesis, supervised by academic staff engaged in research and knowledge transfer, and often involving collaboration with business partners **[M4; M5; M6]**. Over two-thirds of academic staff come from Italian universities and have established professional profiles in, for example, medicine and pharmacy, including

developed research interests and conference activities [A86-A58]. Overall, over 70 per cent of second-cycle staff are full-time [A2 p38]. Statistical records of graduate employment data are kept and a recent survey showed that of the 1,400 students who have graduated since the University's foundation, 80 per cent were employed or in higher study, 11 per cent were unemployed and nine per cent had not responded. [B10] [Chapter I Standard I.9]

3.9 In addition to studying in Italian, students also learn English during the first cycle [B1]. Distinctive to this University is the offer of double degrees in partnership with Italian universities. Not only does this promote mobility by reinforcing Italian language skills and offering Italian internships, thereby giving students access to the Italian employment market, but it also ensures that students achieve professional accreditation that is recognised by employers in Europe, for example in pharmacy, medicine and dentistry. Employers also confirm that a welcome attribute of graduates is a strong understanding of Italian culture [M5]. The team considers that the University's model of enabling Albanian students to achieve European professional recognition through the award of double degrees with Italian Universities is **good practice**. [Chapter I Standard I.10]

3.10 Study programmes are structured to enable theoretical precepts to be applied through professional practice. Students, academic staff and employers each confirmed that this process works effectively [M3; M4; M5; M6]; for example, physiotherapy students who formerly had to go to Italy for internships carry out their practical work through a network of Albanian hospitals developed by the University, including the University's own clinic [M6]. The University supports a range of social activities including conferences, for example on Peace and the Family; an annual Foundation party; volunteering; and sporting events including a regular football tournament. [A2 p20; A29; M4] [Chapter I Standard I.11]

3.11 Preparation for employment is partly achieved through dedicated study modules; for example, bachelor's degrees in Nursing and Physiotherapy include a business module [A2, p.40]. However, the main method is through practice-based activities, including practical lessons in laboratories, for example in Pharmacy [A56 p3, Annex A]; the Faculty of Medicine's use of computer-driven simulations [M1; M6; Tour]; the Faculty of Economics' involvement of students in conferences and seminars [A2 p40]; on-site physiotherapy practice with patients in the University clinic using the hydrotherapy pool [Tour]; carrying out research projects in collaboration with staff, for example in dentistry and anaesthesia [M6] or with industry, for example doctoral research in pharmacy [M5]; and internships across all disciplines, which are assessed and receive credits as set out in faculty Regulations [A75-77 section 17], for example the year six medical internship that takes place in Italy [M6]. Students and deans confirm that internships in Italy are especially valued [M3; M4]. Graduates from joint degree programmes with Italian universities are qualified to work in both Albania and Italy. [Chapter 1 Standard I.12]

## **Findings**

### **Good practice**

The review team identified the following features of good practice:

- the University's focus on responding to the needs of Albania and the Balkans region through the identification of deficits in professional provision and addressing this through the development of new programmes (paragraph 3.4; **Chapter I Standard I.3; Chapter I Standard I.4**)
- the model of enabling Albanian students to achieve European professional recognition through the award of double degrees with Italian universities (paragraph 3.9; **Chapter I Standard I.10**).

### **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 At the end of every academic year the University oversees a process of programme review based on a student feedback questionnaire obtained prior to the end-of-year examinations [A2 p42; A80; C20; M2; M3; M4]. Programme updates suggested by employer feedback [M5] or required by the Italian partner universities are also addressed [A2 p42]. Work begins at programme level and is led by programme coordinators. The programme review considers the requirements of practical work, for example in laboratories, thesis supervision and internships, ensuring that there are sufficient resources; it informs academic workload planning so that that key teaching is delivered while academics also have sufficient time to carry out research and administration [A2 p18; M5]. The outcomes are reflected in updated programme documents and lesson plans [A2 p42; M7], for example changes to the Dentistry examination schedule to avoid more than one examination per day [B34]. Prompted by regular communication from the Librarian, academic staff make recommendations for updating the library collection to meet the needs of teaching and research [M7]. This supplements existing collections (see paragraph 5.6). *[Chapter I Standard II.1]*

4.2 The Regulations set out the University's general examination rules and regulations [A97 section 11]. These are amplified in the programme regulations based on an award's Italian partner university's regulations [A60-A64; A75-A77]. Students confirm that this is the document to which they refer for information and that it is clear [M4]. It includes examination regulations and the requirements and protocols of the diploma thesis and its defence. According to the APAAL Student Survey, 50 per cent of students believed copying takes place in examinations [Student Survey, Q.9.iii]. However, students were emphatic that examination rules were strictly enforced including a requirement to leave electronic devices outside the examination room [M4]. The team accepted this argument given also that the Student Survey only had 11 per cent participation. Students have the right of appeal against examination marks [A97 section 22]. An appeal has to be received within 24 hours of the results being published. The Dean refers appeals to the Head of Department and a lecturer for investigation; the outcome is sent to the Dean, who makes the final decision [A97 section 22]. Students are familiar with examination regulations including the diploma thesis and the appeal process; however, they advised that examination marks did not normally result in the need for appeals because continuous assessment ensured that they already had insight into their performance level, and programme coordinators were readily available to discuss marks informally [M4]. As noted previously, in order to complete their studies students formally defend a diploma thesis [A97 sections 13-14; e.g. A56 p19; C1 section 9], and on graduation students receive a double diploma, one from the University and the other from the Italian partner university [A50; M4], which also includes a diploma supplement [A97 section 13; A79]. *[Chapter I Standard II.2]*

4.3 Since its establishment the University has adopted staff performance evaluation processes similar to those of Italian partner institutions but adapted to the needs of an Albanian university. This is carried out primarily through the end-of-year online student questionnaire, which includes individual lecturer evaluation. The Faculty of Medicine also uses student module performance as an indicator [M3]. The Internal Quality Assurance Unit prepares detailed analytical reports on student feedback [A80] and on graduate employment outcomes [B10] for discussion at Staff-Student and Joint Technical Committees; measures are then taken to improve teaching and learning [A2 p44; M3]. Examples include increased Architecture periodical provision [B13]; improved scheduling of examinations for Physiotherapy students [B16]; and the initiation of a process for students to evaluate part-time lecturer performance [B17]. Additionally, during the academic year, there are regular

student meetings with programme coordinators which enable issues to be addressed as they arise **[B16; B17]**. Students confirm that the University has become increasingly responsive to student feedback, for example by responding to requests for increased library provision and extra examination days to accommodate additional examinations. **[M4]**  
**[Chapter I Standard II.3]**

4.4 A key function of the University's Internal Quality Assurance Unit is supporting continuous improvement in teaching and learning. Based on student questionnaires **[A80]**, annual programme review **[A2 p42]** and employment outcome data **[B10]**, the Unit prepares the annual report **[A20]** which is reviewed by the Rector and Academic Senate **[A83]** and subsequently the Ministry of Education and Sport. Examples of improvements arising from this Unit's management of student feedback include the development of a new English course in the Faculty of Economics **[M3]** and increased library provision **[M4]**. Systematic improvement is also achieved through the presence of established Italian academics, whose practice is emulated by Albanian tutors and programme coordinators **[M3]**. Italian staff emphasised how their relationship with the University enabled them to engage in debate about pedagogical matters with Albanian colleagues **[M6]**. For example, one Head of Department in the Faculty of Medicine personally observes the teaching of new tutors and provides supportive feedback where appropriate **[M6]**; other tutors have engaged in innovative pedagogy, for example the use of simulations in emergency medicine and computer-based multiple choice assessments **[M6]**. **[Chapter I Standard II.4]**

4.5 The University's faculty structure includes eight departments and one research centre and these represent the its basic teaching and research units. These include the Departments of Surgical Sciences, Medical Sciences, Biomedical Sciences (Faculty of Medicine); Pharmaceutical Sciences, Chemical-Pharmaceutical and Bimolecular Technologies, Chemical-Toxicological and Pharmacological Evaluation of Medicines (Faculty of Pharmacy); and Economic and Business Sciences, Bio-economy Strategies in the EU and in the Balkans, Research Centre of Economics in Transition Countries (Faculty of Economics). Additionally, there is the Observatory of Health Systems in the Balkan Area and the European Centre of Peace Science, Integration and Cooperation **[A53 p.25-26]**. The Research Report (2015-16) sets out in detail the work of each department over the last five years in building up the research agenda **[A53]**. **[Chapter II Standard I.1]**

4.6 Funding for research is provided either by the University's Annual Fund for Research (subject to Senate approval) **[A54 section 2]** or through an external funding source **[M3; M5]**. A member of staff also noted that the University has been able to establish some full-time tenured research roles **[M3]**. To achieve research goals collaboration has been essential; for example, the Faculty of Pharmacy's work in medical chemistry, pharmacology, pharmacovigilance and epidemiology required partnerships with the Public Health Institute of Albania and the University of Bari. **[Chapter II Standard I.2]**

4.7 Scientific research internationalisation is inherent in the University's approach, owing to the fact that the majority of academic staff are Italian academics, most of whom have a European PhD, which affords a basis for future partnerships and collaboration **[A2 p48]**. Italian academics confirmed that their roles at the University opened up opportunities for inter-disciplinary debate not always available at their home universities **[M3]**. The University has a range of partnership agreements with foreign universities, with which it collaborates for research funding bids **[A26-A33]**. Since 2012, there have been six successful collaborative bids, for example an INTERREG MED project addressing Blue Growth issues in the Mediterranean area and an IADSA project on improving health through efficiency **[A53 p18-20]**. Partnerships are further promoted through the work of PhD students **[A53 p12-13]**. Academic staff noted that much effort had been invested in identifying research gaps in, for example, pharmacy research as a means of developing a research agenda that will increase internationalisation **[M3]**. Staff have disseminated

research at over 100 international conferences and symposia since 2012 [A53 p21-24; A86-A91]; and departments regularly organise conferences, seminars and open lectures; [A2 p48] for example, the European Center of Peace Science, Integration and Cooperation runs an annual summer school about peace science. *[Chapter II Standard I.3; Chapter II Standard I.7]*

4.8 The Development Plan (2017-27) sets out the University's research agenda, including the addition of new research centres. For example, having focused on general surgery, oncological surgery, and the introduction of new techniques and trauma care, [A53 p3], all of which contribute to teaching, the Department of Surgical Science has developed additional priorities. From 2017 onwards, it will add the themes of preventive medicine and epidemiology in the Balkans. The Development Plan also stresses that the opening of the new hospital in 2018 will increase medical research activity and enable a tripartite focus on teaching, research and patient care innovation. *[Chapter II Standard I.4]*

4.9 In order to fulfil University research plans sustainably, the Development Plan highlights the importance of recruiting additional fully qualified academic staff [C17 p4]. That the University values young researchers is indicated by the Research Report's detailed account of their contribution over the last five years [A53 p10-16; M5]. In particular, research students have contributed to the development of collaborations with foreign universities and national scientific bodies. [A53 p13; M5] *[Chapter II Standard I.6]*

4.10 The University supports departments with the running of international seminars and symposia [A53 p21-24; C1; M6], with the publication of staff scientific research [A53 p17; M6] and with the protection of intellectual property through the taking out of patents [A2 p52; Tour]. It also promotes research activities on the University website and through social media. *[Chapter II Standard I.7; Chapter II Standard I.8]*

4.11 As noted above, in 2016 the University started a process of annually reviewing research and intends to establish a dedicated unit that will regularly evaluate the progress of scientific research outcomes [A2 p53; M7]. Plans to publish an institutional scientific journal are also at an advanced stage [A2 p53; M7]. The review team **affirms** the University-wide approach to the evaluation of scientific research, which enhances its existing model of research planning, its commitment to supporting research important nationally and to the Balkans, and its approach to research internationalisation. *[Chapter II Standard I.8]*

## **Findings**

### **Good practice**

The review team did not identify any 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 affirmed the following action already in progress:

- the University-wide approach to the evaluation of scientific research which enhances its existing model of research planning, its commitment to supporting research important nationally and to the Balkans, and its approach to research internationalisation (paragraph 4.11; **Chapter II Standard I.8**).

## **Judgement**

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

## Evaluation Area 5: Students and their Support

5.1 Admission of students to programmes is managed in accordance with the University Statute and Regulations [A2 p54-55; A13; A97]. Information for prospective students and other stakeholders is provided on the website. The Admissions process is managed by the Admissions Office, which coordinates all marketing and communications, together with the students' guide, tours and onsite meetings. The University is Italian-speaking and is open to foreign students, especially welcoming students from Italy, and the review team considered this to be a feature of **good practice**. In order to help non Italian-speaking students integrate, the University organises summer preparatory courses for learning Italian at three levels. Information for potential students on study programmes is also through information sessions in secondary schools in cooperation with regional Educational Departments and the Education Office (more than 80 sessions), open days organised by the University Admissions Office (four to five per year) and ad hoc meetings through the week, plus hardcopy and website information. Depending on students' requests, information days are held at the University monthly [A2 p54-55; A13; A97; A46; A47; A48; A106; A107; B27; B30; B31; B32; C13; M7]. *[Chapter I Standard III.1]*

5.2 The University has a software package to manage internal student and staff information effectively, which includes the admissions process. In addition, student and staff email systems are fully integrated within the system. The University demonstrated that users are able to securely access the information to which they are entitled using personal passwords, in line with the University Internet Policy. The personal data of students is stored in the core register. The full-time academic staff to student ratio at the university level is followed correctly. [A2 p55; <http://unizkm.al/>; M2; M3; M4; M6; M7; C16; Tour] *[Chapter I Standard III.2]*

5.3 Through the Career Counselling Office, which cooperates closely with Study Program Coordinators, the University has a structure for provision of information and counselling for students. The regulations make clear arrangements for student transfers and this is communicated in the student handbook. The Faculty maintains students' personal files, containing contact information and high school grade reports in its academic secretary offices. The office provides guidance on student orientation. The external communication is carried out through the website and audiovisual media, while internal communication is through the internal computer network that supports staff and student communications, where all staff have an electronic address. All the information is kept electronically and in hard copy by the Academic Secretariat [A2 p55; B16; B17; M2; M3; M6; M7]. *[Chapter I Standard III.3]*

5.4 Student mentoring is carried out by the Career Counselling Office, which cooperates closely with academic staff of study programmes and coordinators. They counsel the students about all elements including study programmes, transfers of programmes, continuation of studies to next cycles and advice on employment. [A2 p55; M6; M7] *[Chapter I Standard III.3]*

5.5 University facilities are accessible to students with physical disabilities, although currently it has no enrolled students with a physical disability. The University academic and support staff demonstrated their willingness to support students with other specific needs. It also encourages and supports sporting activities and has established a football team with access to appropriate facilities [A2 p56; B29; B45; M4; Tour]. *[Chapter I Standard III.4]*

5.6 A library is provided on campus and there is an identified budget to support this. It has a large area with more than 220 seats. There are more than 15,500 books, and efforts

to enrich and increase further the capacity are supported from partners and different programmes and projects in which the University is participating. The collection consists of a wide range of materials such as books and other media, for example CDs, DVDs and hard copy and online periodicals. The students have their own cards and usage of the premises is approximately 500 people per day. The library covers the texts for all faculties and in different languages such as Italian, Albanian, German and French. It also has a study and consultation room, a room for access to online magazines and archives, and a reception. **[A2 p56-58; A92; <http://unizkm.al/>; M3; M4; M7; Tour] [Chapter I Standard III.5]**

5.7 A good level of support is provided to students. Tutoring and academic counselling is set out in the regulations. Students are provided with a student handbook. Time per week is available for students to meet with their tutor and students find this to be beneficial. Access is provided to programme information through lecture notes and course materials. First year students receive additional support; for example, Italian-speaking students receive 100 hours of Albanian language teaching and Albanian-speaking students who have difficulties receive 100 hours' teaching in the Italian language. **[A2 p58; M3; M4; M7] [Chapter I Standard III.6]**

5.8 The University supports the Student Council and finances its activity. Some students serve on the Academic Senate. The University Statute and Regulations set out the rights and obligations of students, together with arrangements and funding for Student Councils at University and Faculty level. Student Council members are elected by the students and students are represented on the Faculty Councils. The University provides financial resources to support the work of the Council and students confirm that they can access these resources. They also propose programme improvements to the faculty and Senate or for additional support in lecturing and the examination period. Students confirmed the process of assessment of their teachers, which is mandatory for each subject before the examination **[A2 p59; A13; A97; A93; A94; B9; B26; M3; M4; M7]. [Chapter I Standard III.7]**

5.9 The University offers its students access to a number of sporting and social events. It encourages and supports sporting activities and has established a football team. Staff and students confirm that organised joint activities, including attendance at recruitment fairs, social events and sports competitions, have helped to ensure that they are integrated into the University community. Two or three activities per year promote social dialogue, for example the Academic Year Inauguration, Foundation Event and support of social initiatives related to volunteering. Also, the University pursues a financial facilitation policy for students; for example, both staff and students have access, at reduced fees, to the health centres of the Foundation, namely the Dental Clinic and the Sports Medicine and Rehabilitation Centre. **[A2 p59; A51; B45; C21; M4; M7]. [Chapter I Standard III.8]**

5.10 The University supports the needs of employers and the economy by providing programmes that are aligned with the labour market. The Association of Alumni, together with the Career Counselling Office, plays an important role in this. It serves as a bridge between students and the labour market, establishing contacts with potential employers in order to promote students' employment prospects and opportunities for internships. The acquisition of a joint degree with Italian universities gives graduates an advantage when, for example, seeking employment in Italian-Albanian Enterprises operating in Albania, of which there are over 500. The rate of employment of graduates is high across all programmes. The University is also planning to increase its employment of Albanian staff within the University and Foundation institutions. There are currently 24 Albanian staff within the University and Foundation institutions who are graduates from the University. **[A2 p59-60; B3; B10; M4; M5; M6; M7] [Chapter I Standard III.9]**

## **Findings**

### **Good practice**

The review team identified the following feature of good practice:

- The University is Italian speaking and is open to foreign students especially welcoming students from Italy (paragraph 5.1; **Chapter I Standard III.1**).

### **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 Students and their Support are fully met.**

## Evidence list

### A. Self-Evaluation Phase

- A1. General Information Data
- A2. Self Evaluation Report.EN.pdf
- A3 No. 1 The Internal Evaluation Group Prot N 114 date 9.2.2017.pdf
- A4 No. 2 Decision No. 567 dated 27.08.2004 for granting permission of the opening of the University.pdf
- A5 No. 3 Decision No. 466 dated 28.09.1993 of the draft agreement between the government and the catholic church.pdf
- A6 No. 3 Decision No. 670 dated 28.09.2011 amending the naming.pdf
- A7 No. 4 Prot. 661 dated 31.01.2007 Approval of request for change of structure.pdf
- A8 No. 5 Decree No. 6959\_3 dated 15.02.2013 Reply to the change of title to the study program Business Economics.pdf
- A9 No. 6 Memorandum of understanding the Centre for Training of Deputies of South - East Europe.pdf
- A10 No. 7 Decree No 368 dated 30.01.2013 OSAAB.pdf
- A11 No. 8 the Decree Nr. 41 dated 17-12-2014 cesplic.pdf
- A12 No. 9 Study Programs development in the years up to date.pdf
- A13 No. 12 UNIVERSITY STATUTE 2015.pdf
- A14 No. 14 Prot. 274 Decree No. 14 Dated 24.05.2016 Nomination of Ethical Committee.pdf
- A15 No. 14-1 The code of Ethics.pdf
- A16 No. 15 Prot. 56909 Nominated members of the Joint Technical Committee Bari.pdf
- A17 No. 16 Prot. 168-5 dated 24.05.2012 The Members of the Professors' Council.pdf
- A18 No. 17 Prot. 28\_15 dated 15.01.2015 Decree No. 03 Composition of the academic senate.pdf
- A19 No. 18 Institutional Development Plan.pdf
- A20 No. 19 Annual Report 2015-2016. AL.pdf
- A21 No. 21 Prot. 332 Decree no. 11 Modifications regarding the structure of the faculty of medicine dated 22.04.2015.pdf
- A22 No. 21 Prot. 333 Decree no. 12 Modifications regarding the structure of the faculty of pharmacy dated 22.04.2015.pdf
- A23 No. 21. Prot. 334 Decree no. 13 Modifications in the structure of the faculty of economic and political science dated 22.04.2015.pdf
- A24 No. 23 Prot. 257 Delivery of decisions (Departments and administration offices).pdf
- A25 No. 25 University STATUTE 2004 EN.pdf
- A26 No. 26 Renewal of Agreement University Tor Vergata.pdf
- A27 No. 26 Agreement for practical and theoretical traineeships Durres Regional Hospital.pdf
- A28 No. 26 Agreement for promoting practical and theoretical traineeships with Shefqet Ndroqi.pdf
- A29 No. 26 Agreement of the UniMi plus extentions.pdf
- A30 No. 26 Agreements Between UniFi and CUOLGC.pdf
- A31 No. 26 Cooperation Agreements with Italian partners Universities and public Albanian Universities.pdf
- A32 No. 26 Memorandum of Understanding between UniKZKM and HYGEEA.pdf
- A33 No. 26 Prot. 242 Cooperation Agreement UniTirana & CUZKM dated 22.01.2015.pdf
- A34 No. 27 HR Management policies and procedures.pdf

A35 No. 28 Nr. 165\_14 dt 28 April 2014 the permanent committee for the recruitment of teaching and administrative staff.pdf

A36 No. 29 Nr.Prot. 184-14 dated 16.5.2014 nOmination of the president of the permamnent comitee for the selection of staff.pdf

A37 No. 30 Nr Prot 131 dated 26.1.2015 Information related to the decision of the Senate.pdf

A38 No. 30 Prot. 713\_1 dated 06.11.2015 modifications in the structure of faculties and decrees prot. 711-712-713.pdf

A39 No. 31 Prot. 339\_14 dated 19.09.2014 template for the selection of lecturers.pdf

A40 No. 32 Prot. 339\_14 dated 19.09.2014 REGULATION FOR THE RECRUITMENT OF PART-TIME LECTURERS IN CUZKM.pdf

A41 No. 33 Cooperation Contract.pdf

A42 No. 34 of the Ministry of Health No 001405 date 13.03.2017.pdf

A43 No. 34 Representative for The ministry of Education Italy on the selection comitee for bachelor graduates.pdf

A44 No. 37 Description of all Laboratories.pdf

A45 No. 38 Report for the environmental reconstruction of the university Our Lady of Good Council in Tirana.pdf

A46 No. 41 Information brochures.pdf

A47 No. 42 notification of admission procedures to enrol in study programs in Medicine Faculty EU candidates A.Y. 2015-16.pdf

A48 No. 42 Notification of admission procedures to enrol in study programs in Medicine Faculty non EU candidates A.Y. 2015-16.pdf

A49 No. 44Decree Prot. No. 0000381 dated 13.06.2014 of the Italian Ministry of Education.pdf

A50 No. 45 Joint degrees.pdf

A51 No. 46 Regulation on tuition fees a.a. 2016-2017.pdf

A52 No. 47 Prot. 406 the set up of the Comitee for student admission selection Faculty of medicine A.Y. 1617 dated 24 august 2016.pdf

A53 No. 48 Report Research activities \_ outputs.pdf

A54 No. 48-1 Regulation for the research activities.pdf

A55 No. 49 MSc Economi and Management.pdf

A56 No. 49 Accademic Regulation Pharmacy Degree Course Bari.pdf

A57 No. 49 PHD program in Public Health.pdf

A58 No. 49 PhD-Pharmacy Plan of Study.pdf

A59 No. 49 PhD-Pharmacy Study Program.pdf

A60 No. 49 Regulation MSc Architecture.pdf

A61 No. 49 Regulation MSc Economy and Management.pdf

A62 No. 49 Regulation MSc Pharmacy milano.pdf

A63 No. 49 Regulation PhD Pharmacy.pdf

A64 No. 49 Regulation PhD Statistics.pdf

A65 No. 49 Study Plan Master II level Orthodontics.pdf

A66 No. 49 Study Plan MSc Architecture 1.pdf

A67 No. 49 Study Plan MSc Architecture 2.pdf

A68 No. 49 Study Plan MSc Medicine A.Y. 2016-2017.pdf

A69 No. 49 Study Plan MSc Pharmacy Bari.pdf

A70 No. 49 Study Plan MSc Pharmacy Milano.pdf

A71 No. 49 Study Plan PHD Statistics.pdf

A72 No. 49 Syllabus MSc Architecture.pdf

A73 No. 49 Syllabus MSc Medicine.pdf

A74 No. 49 Syllabus MSc Pharmacy Milano.pdf

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A76 No. 50 Regulation of the Faculty of Pharmacy.pdf  
A77 No. 50 Regulation of the Faculty of Political, Economic and Social Sciences.pdf  
A78 No. 51 Registers od exams.pdf  
A79 No. 51 Suplementi.pdf  
A80 No. 52 The Perception of students educational activity a.a. 2015-2016 dated 01.11.2016.pdf  
A81 No. 53 Analisis of enrolled and graduated students in UniKZKM.pdf  
A82 No. 54 Prot. 163-1 dated 16.09.2015 Nomination of the internal quality asesment unit.pdf  
A83 No. 55 Regulation for the functioning of the Internal Quality Assesment Unit.pdf  
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A86 No. 58 CV Architecture.pdf  
A87 No. 58 CV Economy ITA\_EN.pdf  
A88 No. 58 CV MED.pdf  
A89 No. 58 CV Pharmacy bari.pdf  
A90 No. 58 CV Pharmacy.pdf  
A91 No. 58CV ODONTO EN.pdf  
A92 No. 59 Regulation of the Library.pdf  
A93 No. 60 No. Prot. 162 dated 27.01.2015 Regulation for the election of the student council.pdf  
A94 No. 61 Prot. 059\_1-15 dated 20.7.2015 Assignment of funds for the Student Council by the A.C. of the Foundation.pdf  
A95 No. 10 The Decision No. 375 dated 18.10.2007 for the Accreditation of the Institution and of the study programmes.pdf  
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A97 No. 13 REGULATION UNIKZKM.pdf  
A98 No. 20 Nr. Prot 131-2015 Decisions of the Academic Senate and the submission of the statute.pdf  
A99 No. 22 Organigramme. EN.pdf  
A100 No. 26-1 Executive Agreement IPH Hulo Hajderi 2015 PhD Pharmacy.pdf  
A101 No. 26 Prot. 10\_14 Agreement with the University of Bari 22.01.2014.pdf  
A102 No. 35 Financial Statements.pdf  
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## **B. Desk based evaluation phase**

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B7 Decision No. 466 dated 28.09.1993 of the draft agreement between the government and the catholic church.pdf  
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 B10 Graduates employabiliti data.pdf  
 B11 Information on admission criteria comunicated to MES.pdf  
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 B15 Meeting of the Rectorate.pdf  
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 B18 Nomination of Ethical Committee.pdf  
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 B20 Notification of admission procedures to enrol in study programs in Medicine Faculty EU candidates A.Y. 2015-16.pdf  
 B21 Notification of admission procedures to enrol in study programs in Medicine Faculty non EU candidates A.Y. 2015-16.pdf  
 B22 Policy of Staff Recruitment.pdf  
 B23 Proffesores Liabiliy Insurance.pdf  
 B24 Property management and procedures.pdf  
 B25 Prot. 163-1 dated 16.09.2015 Nomination of the internal quality asesment unit.pdf  
 B26 Results of Student Elections.pdf  
 B27 Schedule of meetings with senior pupils in high schools in Albania..pdf  
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 B30 Student Hand Book 1.pdf  
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 B32 Student handbook 3.pdf  
 B33 Students Liability Insurance.pdf  
 B34 Summery of meeting with students of Dentistry.pdf  
 B35 Syllabus Ba in Economy and Administration.pdf  
 B36 Tab of the academic staff engagement 2016-17.pdf  
 B37 Teaching Committee of Faculty of Medicine.pdf  
 B38 The Code of Ethics.pdf  
 B39 The Perception of students educational activity a.a. 2015-2016 dated 01.11.2016.pdf  
 B40 The tab of staff academic engagement.docx  
 B41 Teaching Committee of Faculty of Medicine.pdf  
 B42 The Code of Ethics.pdf  
 B43 The Perception of students educational activity a.a. 2015-2016 dated 01.11.2016.pdf  
 B44 Un exaple Guidance procedures recognition formative credits Faculty Medicine a.a. 2016-17.pdf  
 B45 University Team football Players Liability Insurance.pdf  
 B46 List of doc.pdf  
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### **C. Review Visit**

C1 Conferences + Seminars in Dentistry.pdf  
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C7 Dott R.Laera part of Advisory Board 2016.pdf  
C8 Dott. L.Peci Advisory Board Economy.pdf  
C9 Dott. S.Pedrazzi Advisory Board Faculty of Economy 2017.pdf  
C10 Institutional Development Plan 2004-06 and 2006-2010.pdf  
C11 Seminars + Conferences Faculty of Economy.pdf  
C12 Study Programs developement in the years up to date.pdf  
C13 Admissions Office.pdf  
C14 Annual Report 2015-2016. AL.pdf  
C15 Decree Nr 368 OSSAB.pdf  
C16 Information and Communication Technology office (ICT).pdf  
C17 Institutional Development Plan 2010-2017.pdf  
C18 Marreveshje Univ Cambridge -ZKM.pdf  
C19 Piano strategico 2013-14\_2016-17.pdf  
C20 Questionary + Analysis for the evalutatin of the staff.pdf  
C21 Sport and Social events.pdf  
C22 Statistics on Italian Language Courses - 01.01.2015 - 31.12.2015.pdf

## **Meetings**

M1 Rector  
M2 Self Evaluation Team  
M3 Senior Staff  
M4 Students  
M5 Employers, Alumni and Partners.  
M6 Academic Staff  
M7 Support Staff  
Tour Campus Tour