



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

**Report of Metropolitan  
Tirana University**  
July 2017

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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**

Formally established in May 2010, Metropolitan Tirana University (the Institution) is a new, private higher education university-college, consisting of two faculties, located in three modern buildings in Tirana.

The Institution's Mission is: 'the preparation of new Albanian business and senior specialists in the fields of engineering, architecture, economics and information technology, able to work both in domestic and in regional and European markets.

'The Mission will be achieved by: delivering trained and qualified specialists to the Albanian business sector; offering graduates lifelong learning and the opportunity of scientific research with publications; continuous improvement of academic programmes informed by the best international models; investing in scientific research; and providing a high quality learning environment and student experience.'

The Council of Ministers authorised the Institution to run four first-cycle programmes from October 2011: Civil Engineering and Computer Engineering in the Faculty of Engineering and Applied Sciences; and Business Management and Economic Informatics in the Faculty of Economics. Building on these disciplines, the Institution first introduced master's programmes during 2013-14. At the time of the review, the Institution offered five bachelor's and eight master's programmes, as well as a new integrated master's programme on Architecture, due to begin in September 2017.

All programmes were full-time, with 513 students studying bachelor's degrees and 211 on master's programmes. Student numbers have more than doubled since 2014-15, the majority originating from Albania, with approximately one per cent from Kosovo, Montenegro and Macedonia. There have been 289 graduates to date. The Institution has 51 full-time staff, 47 part-time academic staff and 20 administrative staff.

A characteristic of the Institution is its close collaboration with subsidiaries of its foundation company, in particular Metropolitan Incubator, Albania's first on-campus business incubator.

The Institution is currently building a new campus at Artificial Lake in Tirana and plans to relocate in September 2018.

## Summary report

An Internal Evaluation Group coordinated the writing of the Institution's self-evaluation report. The Group included representation from senior management, both faculties, administration, quality assurance and students. The Group held meetings with members of academic and professional support staff to gather together required information. This evidence included the large number of references, which were appended to the final self-evaluation report. A draft report was circulated for comment to all levels of the Institution before being finalised and approved by the Rector. The Institution cooperated fully in the evaluation process. The documentation was presented in English and additional documentation 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 a 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, and received supplementary documentation when requested. In all, some 143 documents were considered, which enabled the review team to familiarise itself with the Institution's structure, policies and management procedures, as well as the nature of teaching and research activity.

Evidence considered included the Statute of the Institution, the Internal Rulebook (Academic Regulations), the Development Strategy, annual reports, collaboration agreements, student handbooks, admissions and induction 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 institutional responsibilities and procedures, and the views of staff and students. The review team met the Rector, the Internal Evaluation Group, the Administrator, 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 visited the library; laboratories for civil, electronic and computer engineering; information technology laboratories; Metropolitan Incubator; classrooms; the Career Counselling Office; staff offices; the archive; and the student cafeteria. Having reviewed all evidence available, the team reached the following conclusions.

The Institution fully meets the Standards for the Organisation and its Management. There is a published Statute, which defines the Mission, objectives, legal status and organisational management of the Institution in accordance with higher education law in Albania. In line with its Development Strategy, the Institution is establishing collaboration and partnership at a regional, national and international level, and already has in place cooperation agreements with higher education institutions abroad, thus facilitating staff and student mobility.

While this partnership activity is increasingly supporting staff, it has yet to impact on student mobility. The review team therefore affirms the efforts being made by the Institution to enable mobility of students at an international level. The review team did not identify any features of good practice, weaknesses or recommendations in this judgement area.

The Institution substantially meets the Standards for Resourcing. There is an appropriate human resources policy in place. The responsibility for budgeting and resource management is set out in the Institution's Statute. In reaching this judgement the review team did not identify any features of good practice. The review team identified two weaknesses: firstly, in a context where student numbers have more than doubled since 2014-15 and where there is an increasing commitment to scientific research, the lack of more comprehensive library provision to support student and staff research. It is recommended that the Institution review the stock of hard copy books in the library to ensure this meets the needs of students and staff. The lack of comprehensive disability access provision to all learning resources is also a weakness. It is recommended that, as a matter of urgency, the Institution take steps to ensure the provision of access for people with physical disabilities. The Institution has started to address the issue of extending library provision as student numbers increase by using

online resources. The review team therefore affirms the growing provision of McGraw Hill online resources.

The Institution fully meets the Standards for the Curriculum. The Institution's programmes appropriately reflect its Mission and Development Strategy, where there is a particular focus on meeting regional technical and economic needs. In reaching this judgement the review team identified one feature of good practice: the detailed module specifications enabling students to gain engineering and business skills needed in Albania, consistent with the Institution's strategy. The review team did not identify any weaknesses or recommendations in this judgement area. However, it affirmed action already in progress: the use of the module on the English Language, which has the potential to promote student mobility and enable students to benefit from international publications.

The Institution fully meets the Standards for Teaching, Learning, Assessment and Research. In reaching this judgement the review team identified two features of good practice: firstly, the support for the commercialisation of technology innovation provided by the Institution's business incubator, which facilitates knowledge transfer; and secondly, the Institution's well-structured collaboration for the development and use of Cone Penetration Test equipment, which has enabled the establishment of strong connections with local business, the development of practice-based research for staff and students, and the advancement of the Institution's research agenda both nationally and internationally. The review team did not identify any weaknesses or recommendations. The study programmes are appropriate and delivered effectively and are subject to continuous improvement to increase quality. The review team affirmed one action already being undertaken by the Institution. This relates to the Institution's policy of investing in academic staff that have worked abroad for research or training reasons, thereby supporting institutional internationalisation.

The Institution fully meets the Standards for Students and their Support. In reaching this judgement the review team did not identify any features of good practice, weaknesses, recommendations or affirmations. It concluded that the Institution pursues appropriate policies for new student admissions, orientation and mentoring, communication with students and staff, support for specific social categories (with the exception of disabled access identified under Resourcing), literature (with the exception of hard copy library provision identified under Resourcing), and support for students throughout their academic, cultural and sporting life at the Institution.

The Institution undertook the review in accordance with APAAL guidelines. The review team acknowledges the Institution'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:

- detailed module specifications, which enable students to gain engineering and business skills needed in Albania, consistent with the Institution's strategy (paragraph 3.6; **Chapter I Standard I.4**)
- the support for the commercialisation of technology innovation provided by the Institution's business incubator, which facilitates knowledge transfer (paragraph 4.6; **Chapter II Standard I.2**)
- the Institution's well-structured collaboration for the development and use of Cone Penetration Test equipment, which has enabled the establishment of strong connections with local business, the development of practice-based research for staff and students, and the advancement of the Institution's research agenda both nationally and internationally (paragraph 4.9; **Chapter II Standard I.6**).

### Weaknesses

The review team identified the following weaknesses:

- the lack of more extensive library provision to support student and staff research (paragraph 2.10; **Chapter III Standard V.1**)
- the lack of comprehensive disability access provision to all learning resources (paragraph 2.11; **Chapter III Standard VII.4**).

### Recommendations

The review team identified the following recommendation:

- review the stock of hard copy books in the library to ensure this meets the needs of students and staff (paragraph 2.10; **Chapter III Standard V.1**)
- take steps to ensure the provision of access for people with physical disabilities (paragraph 2.11; **Chapter III Standard VII.4**).

### Affirmation of action being taken

The review team affirms the following actions already in progress:

- efforts being made by the Institution to enable mobility of students at an international level (paragraph 1.9; **Chapter III Standard III.4**)
- the growing provision of McGraw Hill online resources (paragraph 2.10; **Chapter III Standard V.1**)
- the use of the English Language module, which has the potential to promote student mobility and enable students to benefit from international publications (paragraph 3.6; **Chapter I Standard I.4**)
- the Institution's policy of investing in academic staff that have worked abroad for research or training reasons, thereby supporting institutional internationalisation (paragraph 4.7; **Chapter II Standard I.3**).

## 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 **substantially 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 review team recommends to the Accreditation Council that at the Metropolitan Tirana University the State Quality Standards are **fully met**.

## Detailed report

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

1.1 The Senior Management Board of the Institution approved the Statute [A3] in February 2013, following approval by the Academic Senate. Modifications are made from time to time: for example, at the time of the review the Institution was awaiting Ministry of Education and Sport approval for a modification approved at the Senior Management Board in January 2017, which would result in the Institution becoming a full university. [A8] The Statute is compliant with the law on higher education in higher education institutions in the Republic of Albania. [A1] The Statute [A3] defines the Mission, organisation and operation of the Institution, including the functioning of committees, types of programme offered, rights and obligations of students, and recruitment of staff. It is described as a non-public institution of higher education offering bachelor's, master's, professional master's and PhD degrees - [A3] at the time of the review, however, PhD degrees were still under development. The Institution's Internal Rulebook [A6] was also approved by the Senate and provides more details, particularly concerning programmes and the organisation of teaching, learning and assessment. The Institution and its structures work in accordance with its Statute. [A3; M1a; M1b; M2; M3; M4; M5; M6; M7] *[Chapter III Standard I.1]*

1.2 The Institution is organised to ensure efficiency in management, in accordance with the Statute [A3] and Internal Rulebook. [A6] As can be seen in the organisation chart, [A3 p.6] the Institution comprises faculties, departments and relevant administrative support units; this structure ensures separation of academic and administrative functions. The Statute defines the relationship between the founding company and the Institutional structures, including the autonomy of each entity and the division of duties and responsibilities. [A3] It defines the roles of the Senior Management Board, the Academic Senate, the Faculty Council, the Council of Ethics, the Quality Assessment Council, the Rector, the Administrator, Deans and Heads of Departments. There is a consultative approach to management where proposals are initiated at department level: for example, the proposed department budgets, which are taken into account when the annual budget is prepared before being approved by the Academic Senate and finally by the Senior Management Board. [M7] 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. [M1a; M1b; M2; M3; M4; M6; M7] The management and administration of the Institution and the decision-making processes work appropriately and are understood by staff at all levels. [M2; M5; M6] *[Chapter III Standard I.2; Chapter III Standard II.3]*

1.3 The Academic Senate, the Senior Management Board and department meetings take place periodically, and include an agenda and supporting papers. [B29; B30; B31; B32; B33; B34] Staff are informed about decisions either through staff representation, the website and intranet, or by email. Staff have access to a password-protected portal for confidential information. [M2] The roles and responsibilities of key staff in the Institution, for example the Deans and Heads of Department are defined in the Statute [A3] and Internal Rulebook. [A6] Staff met by the review team [M1b; M2; M5; M6] 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.3]*

1.4 The Institution ensures that the limits of autonomy are respected and that it operates within the law and its Internal Rulebook. The Quality Assessment Council [A9] verifies the administration of the Institution and its activities, and is responsible for the fulfilment at an institutional level of the State Quality Standards. It prepares an Annual Report [A12; M2] for the Rector and the Senate that outlines the activities of the year. The Institution has an Office for External Relations [A3; M6] to facilitate access to funding from European programmes if it becomes available. It has also engaged external experts in drafting new study programmes and updating existing ones, for example, in electrical and electronic engineering. [A11] *[Chapter III Standard I.4]*

1.5 The Institution has a Development Strategy, [A4] approved by the Academic Senate, [A5] that defines the Mission as preparing professionals to work in relevant economic and technology fields, and engaging the best academic staff to teach and carry out research. It also lists more mid

and long-term strategic objectives. **[A4]** It is clear to the review team through meetings with staff **[M1a; M1b; M2; M5; M6]** that all staff are engaged in this process from the departments up to the Senate and the Senior Management Board. The Institution is fulfilling its Mission and purpose in the fields of economics and engineering. **[Chapter III Standard I.5]**

1.6 The Institution prepares the Annual Report **[A1; A12]** on academic, research and financial activity and submits it to the Ministry in accordance with its legal obligation. The report is prepared with contributions from academic and administrative units against the fulfilment of the Institution's Mission and strategic objectives. It is approved by the Academic Senate before being forwarded to the Ministry. Reports are accessible to staff and students through the Secretaries Office or staff portal. **[M5; M6] [Chapter III Standard I.6]**

1.7 The Institution comprises two faculties, each with two departments and a research centre: the Faculty of Economics and the Faculty of Engineering and Applied Sciences; and the Departments of Business Management, Civil Engineering, Computer Engineering and Economic Informatics. **[A1; A3]** This structure complies with legal requirements and the Statute, **[A3]** and fulfils the legal standards regarding staff and student numbers, institutional capacity and infrastructure, and staff qualifications. **[A14]** The Institution has full autonomy and academic freedom in teaching and academic research according to article 13 of the Statute. **[A3]** This includes freedom to select its own staff, offer study programmes, establish cooperative links with other universities and colleges, admit students and to manage resources legally owned by the Institution. The institutional structure is organised into teaching and research units, which are supported by administrative bodies. **[A3; M6]** The first and second-cycle study programmes offered by the Institution are managed through the relevant departments and faculties, **[M1a; M1b; M2; M3; M5; M6]** and are published through the Institutional website, [\[http://umt.edu.al/new/\]](http://umt.edu.al/new/) which is available in both Albanian and English. **[Chapter III Standard II.1]**

1.8 The Institution has a specialist profile in economics and engineering and conducts periodic labour market analyses in these specialist areas, **[A1]** an example of which is recent market research in preparation for the opening of a new master's programme in Architecture. **[A19]** The Institution has a Career Counselling Office, **[A1; M6]** which is in contact with a large number of employers and the Labour Office. The Office advises students on employment opportunities and also organises events such as the annual careers fairs, **[A21]** which put students in contact with potential employers. **[M6]** The Career Counselling Office monitors the employment of graduates **[A22]** from the Institution and advises that they are largely in relevant employment. **[B7; M6]** Programmes offered by the Institution are published on the website and are therefore publicly available. [\[http://en.umt.edu.al/\]](http://en.umt.edu.al/) **[Chapter III Standard III.1]**

1.9 The Development Strategy sets out institutional priorities **[A4]** for cooperation with partners, resulting in participation in a large number of activities with Albanian and foreign partners. **[A13; A23; A28]** The Institution also has two continuing education training programmes: Valuation and Investment in Real Estate, **[A24]** and European Project Management. **[A25]** The Institution has signed agreements with several higher education institutions both in Albania and abroad **[A26]** and has a number of invited foreign staff. **[A13; A30; A31]** Some current academic staff have been educated at foreign universities **[A37]** and the Institution aspires to obtain funding through the Erasmus programme to promote exchanges that are still in the early stages of development. **[A29]** The Academic Staff Survey **[Q3]** stated that 31.58 per cent of teachers have studied abroad in the last five years, however the corresponding Student Survey **[Q7]** stated that 98.08 per cent of students have not studied abroad. The Institution is therefore clearly pursuing a strategy of collaboration and partnership at a regional, national and international level and has a cooperation strategy with other supporting institutions. It also operates a policy conducive to mobility of academic staff and students at an international level but as yet this has not had a significant impact on student mobility. **[Student Survey Q7; M3; M5]** The review team affirms the efforts being made by the Institution to enable the mobility of students at an international level. **[Chapter III Standard III.2; Chapter III Standard III.3; Chapter III Standard III.4]**

## **Findings**

### **Good practice**

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

### **Weaknesses**

The review team did not identify any weaknesses.

### **Recommendations**

The review team did not identify any recommendations.

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

The review team affirmed the following action already in progress:

- efforts being made by the Institution to enable mobility of students at an international level (paragraph 1.9; **Chapter III Standard III.4**).

## **Judgement**

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

## Evaluation Area 2: Resourcing

2.1 The Institution's organogram sets out a clear organisational structure and is available on the website. **[A1 p.12; <http://umt.edu.al/new/index.php/52-organizimi/150-struktura-organizative>; M2; M5]** The Statute describes the responsibilities of the main committees, namely the Senior Management Board, Administrative Council and Senate, **[A3; M1b]** and the duties of senior roles: Rector, Vice-Rector and General Secretary. **[A3]** Unit rulebooks outline the duties of other senior roles, for example the Faculty Rulebook covers the Dean's duties **[A15]** and the Department Rulebook describes those of the Head of Department. **[A16]** Part-time staff with specialist professional expertise supplement the work of full-time academics. **[A13 p.5] [Chapter III Standard IV.1; Chapter III Standard II.2]**

2.2 The Institution has a clearly documented, legally compliant staff recruitment process. **[A32; C6]** Each vacancy and its selection criteria are advertised on the website, on social media and in national newspapers. **[A1 p.12; A34; M6]** The selection process consists of initial shortlisting based on written applications, **[A35; A36]** followed by interviews, which are scored using a pre-defined scheme. **[A24.1]** In academic appointments priority is given to those with qualifications from European universities. **[A43 section 4; M1a; M1b; M3]** The faculty and department are responsible for the selection of academic staff and the relevant administration office for support staff. **[A32; C6; M1b; M6] [Chapter III Standard IV.1]**

2.3 Newly employed staff participate in an induction that ensures they receive necessary information. This includes meetings with relevant senior staff and heads of department with which the role has functional relationships; non-Albanian staff are assigned a departmental academic mentor. **[A1 p.13; M6]** The Institution also organises social events to help integrate staff and students in the workplace, for example: celebrations of institutional achievements, photography competitions, open lectures and sporting activities. **[A43] [Chapter III Standard IV.2]**

2.4 The Institution encourages social projects supporting the disadvantaged, for example 'We donate for you', involving staff and students, and 'I want to make you happy', a student project, restoring run-down housing for needy families. **[A49; M3]** As legally required, it also provides staff health insurance. **[A1 p.15] [Chapter III Standard IV.4]**

2.5 The Institution has a Staff Continuing Development Policy, which sets out its training priorities, for example development of teaching staff and support of staff engaged in scientific research. **[B15; C1; M5]** Staff performance is evaluated each semester by Heads of Department, who factor in student feedback. **[A44]** This informs the Performance Evaluation Commission, which approves grants, bonuses, and promotion **[A45; A39; M5; M6] [Chapter III Standard IV.3]**

2.6 As a private, self-financed Institution, income is generated from student tuition fees, donations and the founding company. **[A3 section 41.5]** The Statute and the Financial Rulebook describe financial management processes, which were confirmed at meetings. **[A3, Ch.IV; A50; M1a; M2]** The Institution develops the annual budget in line with statutory guidelines. Supported by the Finance Office and each department, the Administrative Council develops a budget proposal for discussion at faculty and Senate level, before being approved by the Senior Management Board. **[A1 p.15; A3, Ch.IV & section 19; A50 section 17; M1a; M2; M6]** Following this, the Finance Office apportions budgets to departments, for which Heads of Departments have delegated responsibility. **[A1 p.15; M6]** Should a need arise in-year, the Senior Management Board can receive requests for budget adjustments, for example emergency funding to cover the costs of a foreign expert needed for a new programme. **[M1a; M2]** During the financial year the Senior Management Board monitors institutional income and expenditure through quarterly reports, which, in line with accounting legislation, are prepared according to the principles of credibility, transparency, stability and comparability. **[A3 Ch.IV; M3]** Institutional end-of-year accounts are subject to internal and external audit procedures. **[A3 Ch.IV; M1a; M2]** Academic and administrative staff met by the review team revealed a good understanding of financial and budgetary procedures. **[Chapter III Standard VI.1; Chapter III Standard VI.2; Chapter III Standard VI.3]**

2.7 The Statute sets out clear information management protocols. **[A3 section 40; M6]** The Information Systems Centre manages IT infrastructure and hardware. The Institution has a secretarial information system for administrative functions, including registration, curriculum and assessment, which produces statistical reports for internal and external use; it also has a student and staff portal. The student portal gives confidential access to examination results and attendance details. **[A1 p.16; A51; M2; M3; M6]** Systems are accessed through individual password-protected accounts. **[A52]** The Institution publishes information on academic programmes, open days and Academic Senate decisions on the website. **[A1 p.17; M2; M6]** *[Chapter III Standard VII.1]*

2.8 The Institution provides secure client computing for academics and students with 24/7 internet access and supports up-to-date classroom audiovisual equipment. **[A1 p.18; C10 p.19; Tour 1]** There are six IT and five software laboratories supporting the Institution's computer engineering programmes. The library houses general computing. **[Tour 1]** At the time of the review the Institution did not provide distance learning programmes. *[Chapter III Standard VII.2]*

2.9 The Senior Management Board manages the Institution's three well-maintained properties. There are clear records of leasehold contracts **[A1 p.18; A4, p.7; A58]** and annual sanitary and fire certificates. **[A1 p.20; A63; C12]** The strategic estates plan is to consolidate the Institution on one site near Artificial Lake, Tirana, by the end of 2017-18; this building is under way. **[A1 p.18, p.20; A64]** Current facilities include classrooms, workshops, laboratories, a library, meeting rooms, staff accommodation and a lecture theatre used for conferences. These spaces meet legal requirements including acoustic and space requirements. **[A1 p.20; A13 p.10; A14 p.3]** The Institution manages assets effectively, for example the Department of Civil Engineering has a clear equipment inventory and specific health and safety protocols; the Institution opened six additional computer laboratories for 2016-17 to meet programme needs. **[C10; M1a]** *[Chapter III Standard VII.3; Chapter III Standard VII.5]*

2.10 Located at the top of the main building, the library holds 464 titles in hard copy **[A42]** and a further 139 ebooks available through an institutional subscription to McGraw-Hill, making current texts readily accessible. **[A31; A31.1]** Given the Institution's increasing engagement in research - and that since 2014 student numbers have more than doubled, **[A13 p.4]** expanding thesis research requirements - the review team found the lack of more extensive library provision to support student and staff research to be a **weakness**. It is **recommended** that the Institution, as a matter of urgency, review the stock of hard copy books in the library to ensure this meets the needs of students and staff. Given student appreciation of the online library, **[M3]** the review team **affirms** the growing provision of McGraw Hill online resources. *[Chapter III Standard VII.3; Chapter III Standard V.1]*

2.11 The Institution has clear archiving provision supporting retention of cultural and scientific documentation. **[A1 p.18; A3 section 40; A59; Tour 1]** Each department also stores evidence electronically, for example conference information, staff publications and material about periodic institutional events. **[A1 p.19; A19; A23; A43; A49]** The regular student questionnaires, which include facilities questions, provide a basis for continuous improvement, **[A73; B12]** for example improvements in the cafe. **[Tour 1]** Students regarded teaching spaces as at least sufficient for their needs, **[Student Survey, Q12.i-v & Q13.i; M3]** although some recognised that there is a lack of disability ramps **[Student Survey, Q15.i; M3]** and that the lift in the main building does not extend to the top floor where the library is located, making access problematic for those with physical disabilities. Notwithstanding plans to relocate in 2018, the review team found the lack of comprehensive disability access provision to all learning resources to be a **weakness**. It is **recommended** that the Institution, as a matter of urgency, take steps to ensure the provision of access for people with physical disabilities. *[Chapter III Standard VII.4; Chapter III Standard VII.6]*

2.12 The majority of academic staff considered their accommodation (which includes computing and internet access) to be satisfactory. **[Staff Survey, Q7.xix]** The Institution has sufficient capacity to be able to host occasional external events and conferences without charge. **[A1 p.19]** *[Chapter III Standard VII.5; Chapter III Standard VII.6]*

2.13 The Institution has provision for documenting academic activities in hard copy and electronically, including programme information, student data analysis, and a student database covering enrolment, assessment and graduation. **[A9; A51; A59; M6]** *[Chapter III Standard V.II]*

## 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 more extensive library provision to support student and staff research (paragraph 2.10; **Chapter III Standard V.1**)
- the lack of comprehensive disability access provision to all learning resources (paragraph 2.11; **Chapter III Standard VII.4**).

### Recommendations

The review team identified the following recommendations:

- review the stock of hard copy books in the library to ensure this meets the needs of students and staff (paragraph 2.10; **Chapter III Standard V.1**)
- take steps to ensure the provision of access for people with physical disabilities (paragraph 2.11; **Chapter III Standard VII.4**).

### Affirmation of action being taken

The review team affirmed the following action already in progress:

- the growing provision of McGraw Hill online resources (paragraph 2.10; **Chapter III Standard V.1**).

### Judgement

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

## Evaluation Area 3: The Curriculum

3.1 The Institution offers four bachelor's and seven master's programmes **[A13]** in the subject areas of economics and engineering in accordance with its Statute. **[A3]** These are published on the Institution's website, [\[http://en.umt.edu.al/\]](http://en.umt.edu.al/) giving details of programme title, a brief description, subjects studied each semester and the associated ECTS credits. Detailed programme specifications are available **[B5]** but are not accessible on the public website. The Academic Senate approves the numbers and criteria for admission of students following proposals from the departments and in accordance with quotas. **[A65]** The Career Counselling Office organises information brochures **[A89]** and careers events for high school graduates, **[M6]** open days and visits to feeder colleges. **[A21; B23]** The Institution offers free short courses in mathematics, physics, economics and architecture for high school graduates from March to May each year to prepare them for degree level study. **[A62]**  
**[Chapter I Standard I.1]**

3.2 Orientation of new students is organised by the Career Counselling Office; students met by the review team were very satisfied with the orientation and information given, **[B25]** for example the Student Handbook, **[B4]** timetables, module objectives and assessment. **[M3]** The team also met teachers and support staff, toured the facilities, and was able to gain access to the student portal for more information. **[M6]** The Institution awards scholarships on social grounds, based on performance at high school or for transferring from another institution. **[A72; A90; A91]** Students strongly support scholarships. **[M3]** **[Chapter I Standard I.1; Chapter I Standard I.8]**

3.3 Programmes are organised in modules and make use of the ECTS, where first-cycle bachelor's programmes are worth 180 credits and second-cycle master's programmes are worth 120 credits. **[B5]** The bachelor's programmes are delivered over three years and master's programmes over two years. The Integrated Master's programme in Architecture, which starts in 2017, will be delivered over five years and is worth 300 credits. **[A1]** Programme specifications **[B5]** give detailed information on subjects, including ECTS credits, structure of academic year, objectives, assessment, lesson content and references. These specifications therefore give very clear guidance for the subject teacher. **[Chapter I Standard I.1]**

3.4 The Institution does not offer its programmes on a part-time or distance learning mode of study **[A13]** but does offer a number of lifelong learning courses. **[C9]** Most notable are the training programme in 'Valuation and Investment in Real Estate', **[M4]** which enables licensing by the Minister of Urban Development and Tourism, and the continuous education training course in 'European Project Management'. **[A25]** The Institution has a method of gathering feedback from students on their experience of subjects studied. **[A73]** This questionnaire covers the study programme, teaching, assessment and resources, and is used as part of the end-of-course evaluation to propose changes for the next year. Students confirm that they are listened to and that changes are made if necessary. **[M3]** **[Chapter I Standard I.2]**

3.5 The Development Strategy **[A4]** clearly states that the Institution Mission is to prepare professionals and specialists fulfilling society's changing needs in technology and economic fields, through teaching programmes and research and development. Therefore, the bachelor's and master's programmes offered are clearly in accordance with the Institution's Development Strategy. On successful completion of their programme of study students receive a diploma and a diploma supplement, which details the subjects, level and credits awarded. **[B5]** **[Chapter I Standard I.3]**

3.6 Study programmes are primarily aimed at the needs of the labour market in Albanian and neighbouring countries, **[M1a]** but there is a requirement for students to have a minimum knowledge of English at the level of internationally recognised tests to enter second-cycle programmes. All students on bachelor's programmes study an English language module in the first semester of year one, **[B5; http://en.umt.edu.al/]** which helps them with technical terms in English and improves their ability to understand references. The review team **affirms** the use of the English Language module, which has the potential to promote student mobility and enable students to benefit from international publications. Part of the cultural interaction gained in study is through the employment of full-time foreign academic staff. **[A1; A13]** Nevertheless, there is a demand for graduates in economics and engineering as evidenced by the high employability rates of graduates. **[B7]** The review team considers the detailed module specifications, which enable students to gain engineering and business

skills needed in Albania, consistent with the Institution's strategy, to be a feature of **good practice**.  
**[Chapter I Standard I.4]**

3.7 The annual teaching hours for academic staff are decided by the Academic Senate and go up to a maximum of 300 hours per year for a lecturer, **[A69]** in addition to research and administrative activity. Departments plan the annual teaching and research hours prior to the start of the academic year **[A67]** according to the calendar and timetable requirements, **[A77]** and in alignment with individual staff contracts. **[A68]** Teaching activities include lectures, seminars, assessments and professional practice, and are approved by the Head of Department. **[M5]** There are 51 full-time and 47 part-time teaching staff, **[A13]** with part-time staff teaching fewer hours but adding specialist expertise where required. **[M5]** The study programmes are therefore offered in accordance with institutional capacities. **[Chapter I Standard I.5]**

3.8 Study programmes offered are easily understandable, clearly defined **[B5]** and accessible by students. **[M3]** Admissions criteria are set out clearly in the Statute **[A3]** and the Internal Rulebook. **[A6]** Students met by the review team confirmed that they fully understood the aims and objectives of the programme they were studying and the admissions criteria. **[M3]** **[Chapter I Standard I.6]**

3.9 Bachelor's study programmes in the first cycle provide students with basic knowledge and general scientific principles, **[B5]** which enable either progression to the second-cycle master's programmes or into employment, which is supported by professional practice during the programme. **[A27]** Second-cycle programmes have an increasing research base and are fully supported by employers and other external stakeholders, through, for example, the use of live projects. **[M4]** Alumni met by the review team were appreciative of the theoretical principles learnt at the Institution and how this knowledge prepared them for employment. **[M4]** **[Chapter I Standard I.7]**

3.10 Master's study programmes in the second cycle have a heavier reliance on research and many academic staff who teach them are involved in research activities. **[M5]** In addition, the master's thesis is an opportunity for students to participate in research activity carried out by academic staff and work with industry. **[M4; M5]** **[Chapter I Standard I.8; Chapter I Standard I.9]**

3.11 Programmes are written in accordance with Bologna conventions **[B5]** in successive cycles; students receive a diploma and a diploma supplement **[A70; A71]** in both Albanian and English. **[A75]** This would enable students to transfer both into and out of these programmes from, or to, other European countries. However, there is no evidence that this has taken place yet to any significant extent (see paragraph 1.9). **[Chapter I Standard I.10]**

3.12 Curriculum development on existing programmes evolves on an annual basis through proposals from the academic staff, which go firstly to the Head of Department and the Dean, and then to the Senate for approval. **[M5]** These developments are initiated by responses to the student questionnaires **[M2; M3; A73]** or the views of the academic staff. **[M5]** New programme developments are initiated by market research, for example for the master's programme in Architecture. **[A19; B6; C13]** This continuous curriculum development in response to market demand enables study programmes to encompass the practical application of knowledge needed for relevant employment. **[Chapter I Standard I.11]**

3.13 The Institution provided the review team with a report on graduate employment statistics by programme for all graduates. **[B7]** The results stated that for bachelor's programmes, 80-100 per cent of graduates are employed or in further study; for master's programmes, 78-100 per cent are employed. These high employment rates and relevant employment skills gained were confirmed by the students, employers and alumni met by the review team. **[M3; M4]** **[Chapter I Standard I.12]**

## Findings

### Good practice

The review team identified the following feature of good practice:

- detailed module specifications, which enable students to gain engineering and business skills needed in Albania, consistent with the Institution's strategy (paragraph 3.6; **Chapter I Standard I.4**).

### 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 use of the English Language module, which has the potential to promote student mobility and enable students to benefit from international publications (paragraph 3.6; **Chapter I Standard I.4**).

## Judgement

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

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

4.1 The Institution ensures study programmes remain current through a process of annual review. Informed by student feedback, departments propose necessary changes, which are taken to the Faculty Council and Senate for approval [A3; A16; M5] and reflected in revised programme documentation. Study programme organisation takes account of academic staff workload balance to ensure academics have time for administration, research and teaching, including supervision of professional practice, internships and thesis preparation. [A1 p.32; M1a; M2; M6] In order to fulfil specialist teaching requirements, departments seek approval by the Dean's Office for additional part-time teachers. [A67; A69] [Chapter I Standard II.1]

4.2 Institutional Examination and Graduation Rulebooks are clearly set out. [A6; A78; A75] Students receive programme specifications that describe learning outcomes and assessment requirements. [B4] There is early notification of the examinations calendar, which, following approval, is posted on the website and social media. [A78; M3; M6] To preserve anonymity in thesis marking, scripts are issued with barcodes. [A78] Students can access examination results confidentially by logging into the student portal [[www.bit-albania.com/umt.php](http://www.bit-albania.com/umt.php)] or by asking the secretary. [M3; A78] Students have the right to appeal a mark, subject to submitting an appeal within three days of results publication. [A6 section 41; A63 section 16; B7; B8; Student Survey, Q23; M6; M3] On fulfilment of examination requirements, the student receives a diploma with diploma supplement, [B4] which is approved and recorded in the national register of certificates and diplomas. [A1 p.30; A7] [Chapter I Standard II.2]

4.3 Study programmes undergo annual periodic review, which prompts continuous improvement of academic quality. [A3 section 24; A9] Students evaluate individual lecturer performance after every module, [A73; B10] complete an annual questionnaire covering the programme and support services, [A73; B10] and during the year communicate feedback through tutorial groups and the Student Council. [A87; A88] Supported by analysis prepared by the Internal Evaluation Centre, departments review feedback outcomes, including employer views, [B6a; M1b; M2; M4] and propose programme improvements that are discussed and approved at Faculty Councils and the Academic Senate. [A9; M2; M5; M6] Improvements resulting from the process include the provision of six new computer engineering laboratories for 2016-17. [A1 p.31; M1a; Tour 1] [Chapter I Standard II.3]

4.4 The Quality Assessment Council promotes continuous improvement of teaching and also has responsibility for the training of academic staff. [A1 p.31; A9 p.4] In addition to student evaluations of lecturers, Heads of Department review the performance of individual academics each semester. [A44 p.5; B14] The Institution's Staff Continuing Development Policy [A3 section 3e; A4 p.5] results in academic staff research and pedagogical training, [A1 p.31; C1; M1b; M2; M5; M6] for example on neural networks and deep learning. [C1] [Chapter I Standard II.4]

4.5 The Institution's faculty structure consists of six departments and these comprise the Institution's basic teaching and research units, namely: Civil Engineering; Electrical Engineering and Information Technology (Faculty of Engineering); Business Administration; Economic Informatics (Faculty of Economics); and two dedicated research centres in Engineering and in Economics. [A3 p.6] Each discrete unit promotes and manages research relevant to the discipline, respecting academic freedom, ensuring alignment between research and subjects taught, setting research priorities, and overseeing the departmental budget. [A3 section 36; A6 section 8; A15 section 10] [Chapter II Standard I.1]

4.6 Funding for research is currently provided primarily by the Institution, subject to Senate and Senior Management Board approval, [C3] with a few externally funded projects such as Virtual Cicero, which was funded by the Ministry of Culture. [A47; B19] The Institution encourages departments to partner with companies owned by the foundation company, which supports technology transfer: including Metroresearch (an enabling partnership broker) and its subsidiaries, Metropolitan Incubator (Albania's first 'on campus' incubator) and Metropolitan Geospatial Centre (infrastructure specialists). [A1 p.34; <http://en.umt.edu.al/index.php/research/metroresearch>; M1b; M2; M6] For example, Metropolitan Incubator, founded in 2015, enables staff and students to

commercialise IT research through start-up companies, [B18; A55; A56; M1a; M2; M5] such as Python for Kids. [<http://mincubator.al/startup-companies/>; A57; B19; M1a; M6; Tour 2] The review team considers the support for the commercialisation of technology innovation provided by the Institution's business incubator, which facilitates knowledge transfer, to be **good practice**. [Chapter II Standard I.2]

4.7 Internationalisation is a key objective of the Institution's mid and long-term Development Strategy. [A4 p.6-9; M2; M4; M5] This is achieved through participation in international conferences [A28; A23] and by running international workshops and symposia. [A27] The Institution has developed a range of partnerships with foreign higher education institutions, [A26] which provide a basis for developing EU research funding bids. [A47; M3; M4; M5] Individual academics have published articles in international scientific journals [A82] and acted as journal referees. [A80] Almost 30 per cent of staff have already benefitted from study abroad. [Academic Staff Survey, Q3; B25; M3] Although this is not a large proportion, given that the Institution was only formed in 2010 it is a significant step towards building a research culture. The review team **affirms** the Institution's policy of investing in academic staff that have worked abroad for research or training reasons, thereby supporting institutional internationalisation. [Chapter II Standard I.3]

4.8 In line with the Development Strategy, the Institution supports scientific research in the fields represented by its faculties - namely Engineering, particularly Geotechnics, [C7; M4] and Business and Economics, including labour market analysis - [A4 p.4] and encourages scientific debate in these areas, for example, through organising conferences. [A28; A23; M3; M5] In its recruitment policy and practices, the Institution prioritises the recruitment of staff from other European countries with European qualifications, especially doctorates and scientific research publications, [A32 p.4; A33; A83; M1a; M1b; M3; M5] and also invites visiting professors to teach and give lectures. [A30] Internal funding is available to academics for participation in international conferences; academics also receive support from both Metroresearch, [A47; C8; C15; M5; M6] which brokers partnerships, and Metropolitan Incubator, which promotes knowledge transfer. [A55; A56; M5; M6] [Chapter II Standard I.4; Chapter II Standard I.5]

4.9 The Development Strategy sets the Institution's mid and long-term objectives, which include a focus on extending research activity to international level. [A4; M1a, M2] With a view to supporting regional and national science policies, [A25; A26; M4] the Institution has established effective partnerships with the local business community, for example TT-Soil and Earthquake Consulting. Together with this company and the support of Metroresearch, the Institution organised Albania's first symposium on Cone Penetration Test equipment in 2013. [<http://www.insitusi.com/2015/11/26/cpt-training-course-in-albania/>; M4] Furthermore, through collaborative partnerships, it was able to part-own Cone Penetration Test equipment, a key resource for geotechnical testing in the Albanian region, supporting scientific research and professional practice for Civil Engineering students [C7; M4] The Institution's well-structured collaboration for the development and use of Cone Penetration Test equipment, which has enabled the establishment of strong connections with local business, the development of practice-based research for staff and students, and the advancement of the Institution's research agenda both nationally and internationally to be **good practice**. The Institution does not yet offer doctoral programmes, although master's diploma theses are already increasingly supporting the Institution's research focus. [A84; A85; C14; M5] As a further means of strengthening research quality and capability, the Institution invites established, national and international scholars to contribute to scientific activity. [A17, A23; M1a; M5] [Chapter II Standard I.6]

4.10 The Institution supports the dissemination of staff research outcomes [A1 p.35; C3] through international visits [A28; A38; M2; M5; M6] and by organising academic conferences, workshops and seminars in Tirana: for example in estates valuation, sustainable development and Cone Penetration Testing, and institutional research themes that contribute significantly to national, regional and international research agendas. [A20] Staff confirmed that the Institution funds conference visits, [A1 p.35; A28; M5] doctoral study [M6] and the preparation of journal publications, [B19 p.4] including financial support for a staff member to adapt her master's thesis as a journal article. [M5] [Chapter II Standard I.7]

4.11 As evidenced in publication lists and a scientific research report, [A80; A81] steady progress with scientific research continues in line with the Institution's Development Strategy: [A4 p.4] for example, increased Cone Penetration Testing, sustainability and estates valuation outputs since

2013; **[A80; A81; A82; M6]** and, since 2015, the support of Metroresearch in seeking partnerships and funding. **[M5; M6]** Through the department, review of research takes place at individual **[A80]** and project level. **[B19]** The Institution is a university-college and does not yet have a cross-institutional research strategy with accompanying monitoring and review processes. Nevertheless, existing review methods support departments in determining both individual and departmental research objectives, identifying funding needs and informing the work of Metroresearch in seeking research funding. **[M3; M6]** Furthermore, the Institution encourages academic staff to protect intellectual property, for example through patents. **[A67; A68 section 14; B17; M5; M6]** ***[Chapter II Standard I.8]***

## Findings

### Good practice

The review team identified the following features of good practice:

- the support for the commercialisation of technology innovation provided by the Institution's business incubator, which facilitates knowledge transfer (paragraph 4.6; **Chapter II Standard I.2**)
- the Institution's well-structured collaboration for the development and use of Cone Penetration Test equipment, which has enabled the establishment of strong connections with local business, the development of practice-based research for staff and students, and the advancement of the Institution's research agenda both nationally and internationally (paragraph 4.9; **Chapter II Standard I.6**).

### 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 affirmed the following action already in progress:

- the Institution's policy of investing in academic staff that have worked abroad for research or training reasons, thereby supporting institutional internationalisation (paragraph 4.7; **Chapter II Standard I.3**).

## Judgement

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

## Evaluation Area 5: Students and their Support

5.1 Student admissions are based on the criteria and quotas approved for each study programme, and published on the Institution's website [<http://umt.edu.al/new>] and online portal UAlbania, [<http://ualbania.arsimi.gov.al/Home/IndexHome>] and through information brochures and media campaigns. [A1 p.36; A65 p.36; B27; M3, M6] The Institution runs a range of admissions activities, including Career Counselling Days, high school visits and high school tours, which include individual applicant guidance. [A15.1; B22] Through this work, and the offer of free courses for high school graduates, the Institution has established a network of school principals. [A1 p.36; M6] New students attend orientation workshops where they are introduced to the Institution, their programme, the online portal and the timetable. [A20; B24; B27] Students confirmed that this process was effective. [M3] At the time of the review, the Institution had 98 academics, of which 51 were full-time and 47 part-time, and a total of 724 students (in both first and second cycles). The student/staff ratio is sustainable and is regulated by legislation. [A13; M1a] *[Chapter I Standard III.1]*

5.2 The Institution keeps students and academic staff informed about institutional matters by using a range of communication methods, including the website, the Institutional calendar, the student portal, social media (Facebook and Instagram) and email. [A1 p.37; M2; M3; M6] Internally, the Institution also uses communication monitors, billboards and posters, as well as verbal communication in classrooms. [A88; M1b; M6] Academic staff had a clear understanding of information flow between departmental and Senate levels. [M5] Students highlighted the importance of the Student Council, student representatives on institutional committees, and the Students' Lawyer as methods of informing students about institutional matters or progress on complaints. [A69; M3; M6] The Institution holds a personal, hard copy file for each student in the teaching secretariat, which includes the student's postal and email addresses and phone numbers. This data is also stored on the departmental database. [A1 p.37, M2; M6] *[Chapter I Standard III.2]*

5.3 Orientation and counselling of students at institutional level is carried out by the Career Counselling Office, the Students' Lawyer and the institutional tutorial system. [A20; A87; M3; M6] The Career Counselling Office organises orientation workshops and seminars, including training in the preparation of a curriculum vitae and covering letter for job applications. [A1 p.38; A20; M2; M6] The Students' Lawyer addresses student issues from a legal perspective, including complaints, and ensures that such matters are forwarded to the correct internal department. [<http://umt.edu.al/new/index.php/studentet/2016-03-15-07-49-48/avokati-i-studentit>; B7; M5; M6] Students can bring concerns to weekly tutorials and receive guidance from an academic tutor. [M3] Additionally, students have access to information about programmes - such as flyers and brochures, for example the Student Handbook - or information relating to career counselling. [A89; M6] The Institution has an established process to support students transferring from and to other institutions and internally to another department. [A6 section 44] Requests are received by the teaching secretariat and considered by a faculty panel, with the Dean making the final decision. [A6 section 44; A72; M2] The quality of student support was discussed in different meetings; students confirmed that they were very satisfied with the differentiated model of student support. [M2; M3; M5; M6; Student Survey, Q16] *[Chapter I Standard III.3]*

5.4 The Institution has a policy of supporting students from specific disadvantaged social groups. [A1 p.38; M3] Social scholarships are awarded for specific social categories such as: the Roma community and Balkan Egyptians; children of military personnel or policemen killed or maimed on duty; orphans; and students with disabilities, from low income families, or belonging to the Albanian diaspora. [A90; B20; M3; M6] The Scholarship Programme 2016-17 sets out the categories in detail and application requirements. [A90] Additionally the Institution supports students through the provision of scholarships for academic excellence or recognising low income. [A91; M3] However, as noted in paragraph 2.11, the lack of comprehensive disability access provision was considered a weakness. *[Chapter I Standard III.4]*

5.5 The Institution's library aims to provide the basic literature needed to support programmes [A1 p.38; M6] and provides hard copy books and increasing access to McGraw Hill online books. [A40-A42; M6] At the beginning of each academic year, students and staff receive a password for access to the online library. [A41; M6] The hard copy library continues to grow annually through

donations and new purchases arising from lecturer requests leading to the acquisition of books and scientific periodicals. **[A1 p.39; M3; Student Survey, Q13; the library]** Although students considered that this and the online books currently meet their needs, as noted in paragraph 2.10, the library's small size in proportion to increasing student numbers and institutional research commitments was regarded as a weakness by the review team. **[M3; Student Survey]** *[Chapter I Standard III.5]*

5.6 The Institution supports first-cycle students through a range of activities offered through academic and administrative functions, in particular the Career Counselling Office. **[A34]** At the beginning of each academic year the Rector and Heads of Department welcome the students; administrative offices brief students on their functions; and students are allocated to programme-based weekly tutorial groups where they can raise issues during the academic year. **[A1 p.39; A87; A88; M1b; M2; M5]** Led by the Career Counselling Office, the Institution offers support to students from the application stage through to internship and employment preparation, as well as joining the alumni. **[<http://umt.edu.al/new/index.php/studentet/2016-03-15-07-49-48/alumni>; M3; M4; M6]** *[Chapter I Standard III.6]*

5.7 Students are encouraged to participate in institutional life and, in accordance with the Statute, are represented on the Academic Senate, **[A3 section 18.4]** Faculty Councils, the Quality Assessment Council and the Council of Ethics, where they are able to express their own opinions. **[A1 p.39; A3 section 18; A9 section 13; M3]** There is also an elected Student Council, which is committed to addressing student issues, financed by the Institution and monitored by the Career Counselling Office. **[A86; M3; M6]** Students advised that the Student Council has supported the development of student societies (for example, an Archaeology Society); the development of extracurricular social innovation projects (for example, for mute children); and the establishment of sports activities (for example, soccer and volleyball). **[M3]** Additionally, students confirmed that their voice is heard through regular questionnaires, weekly tutorial groups, the Students' Lawyer and a suggestion box, and that the Institution has been responsive, for example, leading to adjustments to the volume of student course work. **[M3; M6]** *[Chapter I Standard III.7]*

5.8 The Institution and the Student Council support a number of student sporting, cultural and social activities such as soccer, volleyball, photography and an archaeology club, as well as excursions and expeditions. **[A1 p.40; A27; A43; A49; M3; M6]** Students stated that the Institution rents a football field, funded a trip to Macedonia, and provided tickets to the New Year party. **[M3]** Students noted that they have the opportunity to engage in curriculum-related fieldwork, for example the use of Cone Penetration Test equipment; and that the Institution pays for specialist clothing and transport. **[M3]** Although students have a health card, they observed that the Institution does not have a doctor on campus. **[M3]** *[Chapter I Standard III.8]*

5.9 The Institution's Development Strategy is strongly oriented towards the future employment of its students. **[A4 p.4]** Staff and employers confirmed that programmes are aligned with the labour market, **[M1a; M2; M4]** with, for example, market research being carried out prior to the opening of new study programmes. **[M2]** The Career Counselling Office keeps statistical data on graduate employment outcomes. According to recent alumni data covering all the Institution's graduates to date, out of 286 graduate, 24 per cent are employed in the public sector and 53 per cent in the private sector, with others being unemployed. **[A22; M1a; M1b; M5]** Employers with Institution partnership agreements confirmed that they regularly offer full-time employment to students who have completed an internship at their company. **[A1 p.40; M4]** The Institution has also employed its own graduates in part-time and full-time academic and administrative positions. **[A1 p.40; M3; M4]** Additionally, students have the opportunity to engage with the Institution's business incubator for the development of business ideas (see paragraph 4.6). **[Tour 2]** *[Chapter I Standard III.9]*

## **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 actions 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 Document: List of evidence

Self Evaluation Report PHEI Metropolitan Tirana University.pdf  
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Annex 1 The Statute of UMT.pdf  
Annex 2 Development strategy of the PHEI Metropolitan University Tirana.pdf  
Annex 2.1 Decision of the AS for the review of UMT.pdf  
Annex 3 Internal Rulebook of UMT.pdf  
Annex 3.1 Teaching Rulebook.pdf  
Annex 4 Letter to the MES for the approval of the New Statute and the approving decisions of collegial bodies.pdf  
Annex 5 Rulebook of the QVBC and Quality Manual.pdf  
Annex 6 Order for setting up the ad-hoc groups, for institutional evaluation and study programmes.pdf  
Annex 7 An example of the engagement of an expert for the improvement of a study programme.pdf  
Annex 8 Example - Annual Report on UMT's academic activity.pdf  
Annex 9 GID UMT.pdf  
Annex 10 Example Conclusions of the MES report on meeting the legal criteria 2016-2017.pdf  
Annex 11 Rulebook of the Faculty of Engineering and Applied Sciences.pdf  
Annex 11.1 Rulebook of the Department.pdf  
Annex 12 Example Minutes of departmental meetings and accompanying documents.pdf  
Annex 13 Rulebook of Ethics.pdf  
Annex 14 Example of Market Study for the Study Programmes of Architecture and Finance.pdf  
Annex 15 List of activities carried out by the ZKK.pdf  
Annex 15.1 Career Counselling List in High schools and Agenda and Information Days at the UMT.pdf  
Annex 16 List of alumni (annual statistics).pdf  
Annex 17 List of activities carried out with domestic and foreign partners.pdf  
Annex 18 Example of a Partnership Agreement with Foreign Experts.pdf  
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Annex 19 List of partner HEIs, both domestic and foreign.pdf  
Annex 20 List of partnerships with other (non-educational) institutions.pdf  
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Annex 25 Example of vacancies publication and employment criteria 2.pdf  
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Annex 27 Example of List of selected applicants for the interview.pdf  
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Annex 29 Example of financial support for staff attendance at conferences, training etc .pdf  
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Annex 32 List of social events organized with staff and students and photos.pdf  
Annex 33 Example of term report on staff evaluation at faculty level.pdf  
Annex 34 List of staff that has benefited a salary promotion or position (in per cent).pdf  
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Annex 38 Rulebook on financial management and control of finances.pdf  
Annex 39 Rulebook of the digitalisation programme of the online teaching secretariat and finance system.pdf

Annex 40 SISI Print Screens, Web site, Student Portal, AMS, Social Networking, Other Portals.pdf  
 Annex 41 List of UMT laboratories.pdf  
 Annex 42 List of Electronic Portals and Prsc.pdf  
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 Annex 44 Rental contracts for premises and planimeters.pdf  
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 Annex 46 Example of archiving the project 'Virtual Cicero'.pdf  
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 Annex 52 Full Practice of KVIPP.pdf  
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 Evidenca 56.1 Shembull program studimi i Ciklit I dhe Ciklit II FISHA.pdf *[Example Cycle 1 and Cycle II FISHA study programme]*  
 Evidenca 56.2 Shembull program studimi i Ciklit I dhe Ciklit II FE.pldf *[Example Cycle I and Cycle II FE study programme]*  
 Annex 57 Guide on Evaluation and Transfer of Studies at the PHEI UMT.pdf  
 Annex 58 Example of questionnaires of QVB, an example of questionnaire's analysis.pdf  
 Annex 59 Rulebook on Internships.pdf  
 Annex 60 Graduation Rulebook.pdf  
 Annex 61 Internships in engineering works.pdf  
 Annex 62 Academic Calendar and academic timetable 2016-2017.pdf  
 Annex 63 Exam Rulebook.pdf  
 Annex 64 Example of Exam Paper, model of thesis, attendance & asignements paper.pdf  
 Annex 65 Report on the realization of individual scientific research work.pdf  
 Annex 66 List of UMT scientific publications.pdf  
 Annex 66.1 List of published scientific articles of academic staff.pdf  
 Annex 67 CVs of foreign academic staff.pdf  
 Annex 68 List of second cycle degree topics.pdf  
 Annex 68.1 Example of a second cycle diploma.pdf  
 Annex 69 Student Council Rulebook.pdf  
 Annex 70 List of academic tutors and relevant groups.pdf  
 Annex 70.1 Calendar of periodic meetings of students with academic staff and UMT heads.pdf  
 Annex 71 List of examples of UMT informational brochures.pdf  
 Annex 72 Scholarship Programme 2016-2017.pdf  
 Annex 72.1 List of scholarships awarded in high schools 2016-2017.pdf  
 Raport i Vetevleresimit Institucional SHPAL Universiteti Metropolitan Tirana.pdf

## **B. List of additional documents from the desk-based evaluation phase**

B.1 List of further evidences.pdf  
 B.2 Relation for additional evidences.pdf  
 B.3 [Evidence 1] Examples of Student Handbooks for each cycle.Alb.pdf  
 B.4 [Evidence 2] Examples of programme specifications for each cycle. Eng.pdf  
 B.5 [Evidence 3] Evidence of developing new or existing programmes in response to market demand (e.g. responding to market research).Eng.pdf  
 B.6 [Evidence 4] Graduate employment statistics by study programme. Eng.pdf  
 [Evidence 5] Employer or tutor feedback on compulsory student professional practice.Eng-Alb.pdf  
 B.7 [Evidence 6] An example of documentation relating to an (anonymised) student complaint and a student appeal and how the complaint and appeal were resolved. Eng.pdf  
 B.8 [Evidence 7] Complaints and Appeals Procedures.Eng.pdf

- B.9 [Evidence 8] Individual Performance Review policy and an anonymised staff example. Eng-Alb.pdf
- B.10 [Evidence 9] Three examples of completed internal student feedback survey forms Alb.pdf
- B.11 [Evidence 10] Three examples of completed thesis monitoring assessment forms Eng-Alb.pdf
- B.13 [Evidence 11] List of academic staff by department; numbers of students by programme.Eng.pdf
- B.14 [Evidence 12] Continuing Professional Development Policy.pdf
- B.15 [Evidence 13] Continuing Professional Development Policy. (The Statute of UMT,article 4). Eng.pdf
- B.16 [Evidence 14] Lists of academic staff by department who participate in University funded projects Eng.pdf
- B.17 [Evidence 15] List of academic staff publication outputs arising from current and completed research projects.Eng.pdf
- B.18 [Evidence 16] Evidence of how the research departments and business incubator contribute to the scientific research of the University.Eng.pdf
- B.19 [Evidence 17] An example of regular evaluation of university research activity Eng.pdf
- B.20 [Evidence 18] Disability Policy.Eng.pdf
- B.21 [Evidence 19] List of Scholarships awarded each year clarifying the type of student targeted and or subject specialism. Eng.pdf
- B.22 [Evidence 20] List of Open Days and visits to feeder schools colleges. Eng.pdf
- B.23 [Evidence 21] List of student clubs, societies, activities and sporting activities Eng.pdf
- B.24 [Evidence 22] Evidence of how new students (including foreign students) are welcomed and integrated into the Institution. Eng.pdf
- B.25 [Evidence 23] The numbers and destinations of staff and students who have taken advantage of a period of study work abroad. Eng.pdf
- B.26 [Evidence 24] Support Services Annual Report Eng.pdf
- B.27 [Evidence 25] Student Induction Orientation Policy. Eng.pdf, Regulation of Career Counseling Office. Eng.pdf
- B.28 [Evidence 26.1] Committee minutes recording debates about development of new campus.Eng.pdf
- B.29 [Evidence 26.2] Committee minutes recording debates about internal student feedback surveys. Eng.pdf
- B.30 [Evidence 26.3] Committee minutes recording debates about academic workload planning and how time is allocated to research. Eng.pdf
- B.31 [Evidence 26.4] Committee minutes recording debates about the development of a new programme Eng.pdf
- B.32 [Evidence 26.5] Committee minutes recording debates about Annual Report 2015-16 and research priorities, planning and evaluation Eng.pdf
- B.33 [Evidence 26.6] Committee minutes recording debates about student performance data Eng.pdf

### **C. List of additional documents received during the review visit**

- C.1 Aktivitete ne kuader te trajnimit te stafit.pdf [*staff training activities*]
- C.2 Aktivitete sociale 2016-2017.pdf [*social activities 2016-17*]
- C.3 Buxheti 2016 - 2017 - fondet per kerkimin shkencor.pdf [*2016-17 budget showing research*]
- C.4 Kuotat dhe kriteret e pranimit te publikuara ne web - Printscreens.pdf [*Quotas & admissions criteria published on web*]
- C.5 Ngritja e KVP dhe Minutes shembull.pdf [*Minutes of Performance Evaluation Commission*]
- C.6 Udhezues mbi rekrutimet e stafit administrativ (politikat).pdf [*Recruitment Guidelines for administrative staff*]
- C.7 Act of Establishment and Statute of InSitu Balkans (CPT) and Agreement of Colaboration.pdf
- C.8 Act of Establishment and Statute of METRORESEARCH NGO.pdf
- C.9 List of Long Life Learning Courses.pdf
- C.10 Meth & Tech for teaching and information security.pdf
- C.11 Performance Evaluation of an administrative staff.pdf
- C.12 Technical Relation for verification of buildings UMT.pdf
- C.13 Market Research for the study programme MSc in Architecture with profiles.pdf
- C.14 Relations of the MSc Thesis that have included scientific research (6 ex.).pdf
- C.15 Action Plan of Metroresearch Center.pdf
- C.16 List of supporting annexes for UMT 6-7\_7\_17.pdf

**D. List of documents provided by APAAL**

Student Survey  
Academic Staff Survey

**E. List of meetings and tours**

**Meetings**

M1a	Rector
M1b	Self Evaluation Team
M2	Senior Staff
M3	Students
Tour 1	Two buildings in Student City
M4	Employers and Partners.
M5	Academic Staff
M6	Support Staff
Tour 2	Building at Incubator