



AGJENCIA E SIGURIMIT TË CILËSISË NË ARSIMIN E LARTË

**Report of the Institutional Periodic Accreditation
of Higher Professional College "Tirana Esthetics & Style School"**

JUNE / 2025

REVIEW TEAM:

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A handwritten signature in blue ink, appearing to be 'Benita Stavre', with a large, stylized flourish below it.

Contents

About this review	4
The context of this review	5
Recommendations	6
Summary report	7
Summary of findings	9
Affirmation of action being taken	10
Summary of judgements for each Evaluation Area	10
Summary Judgement	10
Detailed report	12
Evaluation Area 1: Higher Education Institution - Management, Autonomy, And Quality	12
Evaluation Area 2: Resources And Partnership	18
Evaluation Area 3: Study Programs, Teaching, And Evaluation	25
Evaluation Area 4: Scientific/Artistic Activity and Innovation	30
Evaluation Area 5: Students and their Support	33
Evidence List	35

Bemita Starve.




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 2021. Institutional Review is a peer review process with each review team composed of a mix of international reviewers and Albanian reviewers appointed by ASCAL.

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: Higher Education Institution - Management, Autonomy, And Quality Assurance; Resources and Partnership; Study Programs, Teaching, And Evaluation; Scientific/Artistic Activity and Innovation; 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 ASCAL's Accreditation Board. 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**

Bemita Starve




The context of this review

The Higher Professional College Tirana Esthetics and Style School (TESS) was founded in compliance with the licensing order no. 483, dt. 31.07.2028 of the Council of Ministers. It received its first accreditation of a 5-year period with the Decision no. 04, dt. 24.01.2020 of the QAHE Board of Accreditation.


TESS is managed by "NTL" sh.p.k with headquarters in Tirana, currently hosting 60 students, supervised and taught by its full-time academic staff, and coordinated by 13 administrative units.

TESS academic structure consists of the Academic Senate, Rectorate, Assembly of the Academic Staff, Council of Ethics, Students Academic Advisor, as well as its two basic units, the Department of Aesthetics-Nutrition and the Department of Cosmetology. It offers four professional study programmes on the base of secondary education in the fields of aesthetics, make-up artistry, and hairstyling. All its study programmes are licenced by the Ministry of Education and Sport (MAS), while only three of them, Aesthetics, Make-up artist, and Hair Artist, have been accredited till the moment of the current review. At the end all study programmes issue approved Professional Diplomas of 60/120 ECTS.

This institutional accreditation procedure started with the TESS application for the second institutional accreditation, uploaded into QAAHE platform on 22.04.2024. This was followed up by the design of the Self-Evaluation Report (SER) and Self-Evaluation Folder (SEF), which included 71 documents in English and 67 documents in Albanian language. The self-evaluation group (SEG) was appointed by the Rector, and it consisted of five full-time members, one being a student. SEG admitted that the SER was based on statistical analysis of the data collected from formal documentation of TESS, and was discussed in meeting with staff and students, in order to fully reflect the current-state-of-art of the institution.

The SER introduction included an overview of the recommendations of the previous institutional accreditation and carefully addressed actions, carried out in the meantime, for the fulfilment of three of them, respectively the labour market study, academic staff performance, and institutional engagement student awareness. SER also included TESS feedback on the recommendations of the Ministry of Education and Sport (MAS) legacy audit (MAS Report nr. 726/2, dt.21.03.2023), in terms of updating internal regulations, improving personnel recruitment procedures and staff contracts, and human resources management policies [EV_1].

The reviewers conclude that the procedures of the self-evaluation phase were fully respected and that both the SER and SEF were comprehensive, analytical and well-organized.

Benita Stavre





RECOMMENDATIONS FULFILMENT DEGREE FROM THE LAST ACCREDITATION

I. Recommendations of the Accreditation Board based on Decision No. 04, date 24.01.2020 are:

1. The institution should conduct a labor market study to determine the specific needs for each profession;
2. The institution should increase the forms and methods of evaluating the performance of academic staff (e.g., peer evaluation, evaluation by the Head of Department, etc)
3. The institution should inform and raise awareness among students regarding their involvement in institutional life (e.g. various bodies such as: Senate, Ethics Council, Student Council, etc)

II. Completion of recommendations by the Institution


1. TESS has undertaken a study of the labour market and is currently working on determining the specific market needs of each of the professions for which it offers qualifications. The evidence brought thorough its Market Analysis [ADD_7] has been reflected in the Action Plan [EV_14] and the Development Strategy [EV_15], and it was reported to be a discussion issue for the enrichment of the study programme curricula during the interviews that the team of the reviewers had with the authorities and the academic staff during the visit [M2/ M4].
2. TESS has a system of staff evaluation that includes diversified forms of quality assurance in this aspect. Currently, its Inner Quality Assurance Regulation [EV_31] outlines the formal procedures recognized as cornerstones of the staff performance evaluation. These are further developed in the performance indicators of the Self-Evaluation Forms [EV_32], in the Academic Staff Performance Evaluation Form [EV_33], in the Students Questionnaire [EV_34]. The Annual IQA Reports also include update periodical data regarding the evaluation of the academic staff and the respective feedback in regards to improvements and academic development. During the interviews, students admitted being involved in staff evaluation surveys, and the academic staff was also fully aware of the performance criteria, indicators and period [M3/ M4].
3. The documented evidence provided by TESS, supports the fact that students are formally part of the decision taking bodies in the institution, being members of the Academic Senate, of the Inner Quality Assurance Unit, and of the Council of Ethics [EV-70]. The Students that were present at the interviews aslo reflected awareness of the role of the Students Council in coordinating their academic needs, and their role in the processes of the quality assurance within the institution [M3]. The institution includes information of the above even in the

Benita Stavarie




students counseling sessions, which take place during the academic year [EV_69].

In the end, following the evidence provided by the institution as part of the self-evaluation folder, the information outlined in the self-evaluation report, as well as the feedback of the students and academic staff during the visit of the review team, the latter concludes that the recommendations of the previous accreditation have been **fully met** by the institution.

Benita Stevie




Summary report

The review team received a self-evaluation report along with a portfolio of supporting evidence prior to the review visit. This was supplemented by additional documentation upon request. In total, approximately 70 documents were reviewed, allowing the team to gain a comprehensive understanding of the Institution's structure, policies, management procedures, and the nature of its teaching and practical activities. The evidence reviewed included the Institution's Statute, Academic Regulations, Annual Reports, evaluations and financial reviews, handbooks, meeting minutes, admissions and orientation procedures, external agreements, programme information, and records of meetings.

Over the course of the two-day review visit, a series of meetings were held, which provided the team with greater insight into roles, procedures, and the perspectives of both staff and students. The review team met with the President of the Institution, Rector, Head department, lecturers, students, administrative and support staff. Notes were taken during all meetings. As part of a campus tour, the team visited the teaching areas, and IT facilities. After thoroughly reviewing all available evidence, the team arrived at the conclusions outlined below

Evaluation Area 1:

Based on Law No. 80/2015, TESS College, operates as a Higher Professional College. It implements the provisions of the higher education law, guidelines from the MES, the College Statute, and the internal regulatory frame of the institution. TESS operates on its approved organizational structure and Strategic Development Plan. It manages and implements full-cycle of decision-taking and quality assurance processes, involving authorities, staff, students and stakeholders (when necessary). The College reports annually on its academic and financial activity, in line with the ministry guidelines.


Evaluation Area 2:

TESS applies clear employment procedures and the academic staff are professionals in their fields, with external collaborators very well integrated in the job market. It ensures long-term sustainability of its academic staff and professional academic infrastructure..

The institution maintains complete documentation and offers a website with information on programs, registrations, and activities.

Evaluation Area 3:

TESS is a higher education institution that offers specialized qualifications in the context of the beauty industry in Albania, in line with its mission and capacities. It aligns its modest capacities in staff and students with the needs of the labor market and it offers its study programs, in accordance with its mission and national trends..

Bemita Stavre




The curricula workload is distributed progressively, transitioning from theoretical activities to practical ones; documentation and resources in support of the study programme are in order; enrollment and graduation procedures are organized in line with the TESS legal frame. Students are encouraged to participate in a significant number of professional curricular and extracurricular activities, enabling graduates to smoothly gain access to the labor market.

Evaluation Area 4:

TESS does not conduct formal scientific research, given its specific status as a higher professional college with main focus on teaching practice and artistic production. It has, however, undertaken a new attitude to research by integrating approaches to beauty products and skin care analysis in the department activities activities.

TESS artistic products, on the other hand, constitute the main activity of its students, fully monitored and supported by its staff and decision-making bodies. They include advancements in the latest technologies and practices used in the international beauty industry. TESS supports the participation of its staff and students in artistic performances, and individual projects This is carried out in line with the development strategy of the institution, the analysis of the market needs, and the national professional qualification frame. TESS is fully aware of its shortcomings in this evaluation field and reflects a clear understanding of the steps that need to be followed in line with its internal and external academic and professional capacities.


Evaluation Area 5: Students and Their Support

TESS is currently facing challenges with the admission numbers. It mainly blamed it on the very competitive short-term training offered by various non-professional/academic institutions/companies/businesses. Yet, the job market analysis [ADD_7] and the interviews with the staff [M2/M4/M5] confirmed the need for diversification of the academic offer and promotional tools used with student-candidates.

Enrollment regulations, information and communication tools and platforms, and orientation procedures are in order. Tutorship and monitoration during the studies is also managed by the respective administrative and academic staff. Promotion of the students' work is continuous and takes place annually. Students are entitled to use all the TESS professional and academic infrastructure during their curricular activities.

Students are smoothly integrated in the job market and TESS reflects extensive networking in this respect. It keeps good relationships with its alumni and maintains communication with them in terms of beauty industry updates.

Student representation at TESS is structured and effective, ensuring students' impact on decision-making processes.

Berita Staver




Summary of findings

Good practice

The review team identified the following features of good practice:

- *An organization driven by strong values which have a positive impact on the student experience. [Stand. 1.1, 1.2]*
- *The Institution has conducted Market Research on Employability for a better understanding of the region's needs. [Stand. 1.9]*
- *Active student participation in quality assurance through surveys and feedback mechanisms supports a transparent and inclusive institutional culture [Stand. 1.4, 1.5]*
- *TESS College has implemented a comprehensive, transparent, and inclusive system for staff recruitment, orientation, performance evaluation, and professional development [Stand. 2.1, 2.2]*
- *The College not only supports continuous staff improvement and motivation but also contributes to institutional stability and quality enhancement. [Stand. 2.6, 2.7, 2.8]*
- *TESS College integrates hands-on learning and industry engagement into its programs by partnering with nationally recognized companies.[Stand. 3.1, 3.4]*
- *TESS has implemented a regular internal program review process led by the Internal Quality Assurance (IQA) Unit. [Stand. 3.10, 3.11, 3.12]*
- *Artistic projects, carried out as joint efforts of the staff and the students, part of either artistic portfolio are positively regarded tools to enable the smooth and safe transition of the graduates into the job market and continuous update their practical professional skills. [Stand. 4.3]*
- *Each department assigns academic staff as “academic advisors”, whose main role is to guide the students’ academic integration and to improve their academic performance. [Stand. 5.4]*

Weaknesses


The review team identified the following weaknesses:

- *Lack of academic exchange and mobility programmes for the staff. [Stand. 4.12]*

Recommendations

The review team identified the following recommendations:

- *TESS College relies only on student fees as its main source of income, which limits financial sustainability and investment capacity. It is recommended to increase the third-party services the offered from the college. [Stand 1.2, 1.3]*
- *Develop proactive recruitment strategies and incentives to attract staff with Master’s and Doctoral qualifications, including through partnerships with international universities. [Stand. 2.5]*

Benita Starvie




- *Develop and Implement Lifelong Learning Programs [Stand. 3. 8]*
- *Expand Academic Offerings Beyond Level 5 of the Albanian Qualifications Framework [Stand. 3.6]*
- *As an academic institution with an extensive international professional network, TESS should also promote exchange teaching periods for its staff to upgrade their professional and research background. [Stand. 4.12]*


Affirmation of action being taken

The review team affirms the following actions already in progress:

- *The implementation of the electronic management system of the database is on way. [Stand.1.8] Implementation of Self-Assessment for Academic Staff [Stand 2.6]*
- *TESS College is planning to develop a centralized system for managing programs and performance data. [Stand 2.13]*
- *TESS encourages award days annually, mainly based even on the criteria and principle of self-assessment procedures, which the review team considers a way to monitor and assess achievements of its staff and students in the academic activity. [Stand. 2.3, 2.4, 2.5]*
- *TESS College has launched a strategic plan for 2024–2029 focusing on curriculum innovation, professional preparation, and entrepreneurship. [Stand. 3.1]*
- *The inclusion of research and experimentation of natural products for the hair/skin and the establishment of a research platform, as well as the use of artificial intelligence in the study of personalized client demands in the research plans of the academic year 2024-2025 is considered an affirmation of the fact that TESS aims to extend its academic professional profile to a more scientifically technological approach. [Stand. 4.7]*
- *TESS has taken steps to improve its academic and professional approach to the job market by aiming to measure the alumni involvement in issues related to curricula review, qualification updates, as well as the monitoration of the employment of alumni; the latter are now part of the middle-term actions (2026) Strategic Development Plan, and the team of the reviewers considers it an affirmation of TESS efforts to improve its academic and professional approach to the job market. [Stand. 5.8]*

Summary of judgements for each Evaluation Area


1. The Standards for the Higher Education Institution - Management, Autonomy, and Quality Assurance are **fully met**.
2. The Standards for Resources and Partnership are **fully met**.
3. The Standards for Study Programs, Teaching, and Evaluation are **fully met**.
4. The Standards for Scientific/Artistic Activity and Innovation are **substantially met**.
5. The Standards for Students and Their Support are **fully met**.

Benita Stavre




Summary Judgement

The reviewers recommend to the Accreditation Board that at Higher Professional College "Tirana Esthetics & Style School" the State Quality Standards are **fully met**.


Benita Starve




Detailed report

Evaluation Area 1: Higher Education Institution - Management, Autonomy, And Quality Assurance


- 1.1 The Higher Professional College TESS is a non-public higher education institution established in line with DCM nr. 481, dt. 31.07.2018 and acts in accordance with the legal framework in force. The Statute of the College was approved on 23/08/2018, with Order No. 512 of the Minister of Education and Sport (MES), for "Approval of the Statute of the Higher Professional College Tirana Esthetics & Style School" in full alignment with Law No. 80/2015, dt 22.7.2015 "On Higher Education in the Republic of Albania" and its mission and objectives [EV_6]. In the course of the years the Statute has been amended by Senate to reflect legislative changes and proper revision in order to facilitate improvements of the academic process of the college, all approved by MES Order No. 471, dated 27.09.2019, "For the approval of certain amendments to the Statute of the Higher Professional College 'Tirana Esthetics & Style School'". The Statute of TESS defines the mission, authorities, and governing bodies of the institution and their respective competencies. This document provides clear guidelines for both academic and financial administration processes at the college, ensuring a well-regulated and organized environment that complies with legal requirements and higher education standards [EV-6]. Based on the Statute, TESS Academic Senate approved the Internal Regulations of the Institution with Decision No. 14, dt. 01.06.2019, which aims to regulate and organize the academic and administrative activity of the college, ensuring that this activity aligns with the mission and objectives of the college. This regulation is an important tool for ensuring clear and efficient resource management, a structured decision-making system, and high transparency at all levels of the organization [EV_7/ADD_6]. Continuous improvement and adaptation of this regulation frame by the Academic Senate [EV-7] is an important part of TESS's management strategy and seem essential to ensure that TESS remains an institution with the capacity to respond to changes in market demands and new developments in the field of education and professional training. TESS Strategic Development Plan is consistently used as a guide for academic and professional development, resource management, and decision-making process. This document ensures to provide high-level professional education and to prepare students for successful opportunities in the job market. The strategy should include also the roadmap of increasing the student mobility and getting closer to the stakeholders. [EV_15] [ADD_7]
- 1.2 TESS management structure is clearly defined and operates in accordance with the the Statute, which outlines all the responsibilities and roles of the governing bodies such as Rectorate, the Senate, the Administration Board and authorities such as, Rector, Administrator, Dean, Head of Department [EV_8]. TESS organigram illustrates the hierarchical relationships between different management levels, enabling a clear and effective flow of information and decision-making processes within the institution. The Rectorate has implemented clear procedures for promoting and developing academic staff,

Bemiza Stavre




offering training and advancement opportunities that help improve the academic and professional level of the staff. The Academic Senate chaired by the Rector, is the highest academic governing body of the College. It functions as a collegial and decision-making body, engaging in all aspects of academic decision-making. The Senate discusses and approves the academic policies and strategies of the College, including the planning and development of academic programs, as well as setting directions for scientific research and innovation, in accordance with the interests and needs of the academic staff and students [M1/M2]. The Board of Administration is the collegial body that manages and monitors all institutional administrative, financial, economic activities, in accordance with the approved financial policies and strategies, supporting the institution's sustainable development, and efficient use of financial resources. They develop and approve budgets and resource plans, drafted by the Administrator and preapproved by Academic Senate [M2]. The Council of Ethics is part of TESS organigram and acts as a body that addresses ethical issues in the life of the College and ensures that all academic and administrative activities are carried out in accordance with the institution's Code of Ethics, by maintaining the highest standards of professional and academic conduct defined in its Regulation [EV_57/ 58]. The Dean, together with the Heads of Departments are the academic managing authority respectively of the faculty and department, and their legal representative also. They are responsible for managing and developing academic activities within the faculty and department, ensuring that they are carried out in accordance with the College's mission and vision [EV_6/7/8/ M2]. TESS has also established the Council of Students and The Inner Quality Assurance Unit targeting specific monitoring and support roles of the students, curricula and academic activity [EV_8/31/.

- 1.3 In accordance with its Statute and internal regulations, TESS has developed a Strategic Development Plan 2024-2029, through detailed consultations with the academic and administrative staff, students and stakeholders. The strategy aligns with the College's financial resources and budget, approved by the Academic Senate and monitored by the Finance office through clear evaluation mechanisms. It focuses on improving academic infrastructure, educational quality, and student opportunities in terms of institutional and its study program strategies [EV_15-17]. The budget is reviewed periodically (midterm and annually) to ensure efficient resource allocation, the strategy's effectiveness and alignment with market and academic developments [EV_18-21]. Inner audits and policies of the financial control and monitoring are applied for the financial management [EV_22/ 24].
- 1.4 TESS respects and supports its autonomy, ensuring academic and institutional freedom in accordance with the Law No. 80/2015 on Higher Education, as well as the Statute and internal regulations of the College. This guarantees the protection of rights and responsibilities for both academic staff and students [EV_6/M3/M4]. TESS has established a Quality Assurance Unit that oversees and evaluates academic and administrative quality, ensuring continuous improvement in line with market demands [EV_7/8]. It has its own regulation and mechanisms to fulfil their mission, and report every year for the evaluation results [EV_31 -35]. The College also engaged external consultants to improve academic and administrative processes. The College is open to cooperation with business and the


Bernita Starve




labour market through partnerships with other similar institutions such as Davines, Comfort Zone, and La Truccheria – MAKE UP FOR EVER [EV_63-64]. TESS has adopted its Code of Ethics to uphold academic freedom and integrity in all activities [EV_57]. In addition, the institution, have evidences on some initiatives to benefit funds from national or international European programs such as Erasmus mobility. Since the institution's income comes only from student fees, it is recommended that the college also explore alternative or additional sources funding sources for the study programs.

- 1.5 TESS is a non-public Higher Professional College that fosters an academic and professional environment, encourages constructive debate among academic staff, students, and administrative structures. This aims to improve both educational and administrative processes, allowing all parties to express their thoughts and suggestions openly, through meetings, discussions, and proposals that take place regularly and when necessary [M2/M3/M4/M5]. The collegial bodies convene regularly based on predefined agendas, where decisions and proposals are considered for implementation. In addition to the constructive debate, the institution has developed monitoring mechanisms for the implementation process including audits and ad hoc working groups which are well-defined with annual reports [EV_63/ 64]. The interviews carried out during the expert visit confirmed the active involvement of the students in the quality monitoring report through surveys, whose results were analysed at the department level, discussed by staff, and then reviewed by the Academic Senate and the Board of Administration for implementation and further monitoring [EV_70/ 74]. The institution monitors the progress of collegial decision-making implementation [EV_32-34/ 73]. Quality assurance in the study programs at TESS College is a key priority in the institution's policies. The process involves collegiate bodies, academic staff, basic units, and students, gathering feedback through surveys and direct participation in discussions. This inclusive approach ensures transparency. TESS College has established a structure responsible for creating and implementing internal quality assurance policies, in line with national and European standards [EV_31-32]. The Internal Quality Assurance Unit (IQUA) operates independently, working to enhance quality culture and support ongoing improvement. It organizes training, prepares evaluation documents, and coordinates the quality evaluation processes at both institutional and program levels. IQUA consists of four members: two academic staff, one representative of the Student Council, and one external expert. Members are specially elected by the Academic Senate for a 4-year term, with the possibility of re-election. [EV_35]. The unit ensures the internal evaluation of programs and the institution itself, based on data analysis and feedback from staff and students. TESS College also focuses on evaluating academic staff performance to improve work efficiency and program quality. Evaluations are conducted through feedback from students, colleagues, and supervisors, following a format approved by the Senate. Their goal is to foster a culture of quality at the institutional level, across its constituent units, and among all internal stakeholders [EV_33-35].


- 1.6 TESS submits its annual activity reports to MES. The former includes detailed, clear, and transparent information about the college's activities, in line with its mission and in accordance with the current legal framework. They are compiled in line with the Ministry

Bemita Stavre




of the line's Directive (MASR, no.5, dated 19.02.2018, amended), and provide information on the activities of the collegial bodies, the institution's financial status, forecasts for academic staff engagement, tuition fees for the upcoming academic year, tracking of students who have completed studies for each program, and other elements related to the services offered by TESS College [EV_63/ 64]. TESS College's website (<https://tess.al/>) publishes information about the institution's organization, mission and vision, statute, internal regulations, and organizational structure. It also provides details on institutional and program accreditation, as well as key partners and testimonials from students who have studied at TESS and their experiences in the job market. The website also includes information on study programs, admission criteria, and subjects for each program, along with a student guide. Additionally, activities and events organized by TESS with professionals in the field of aesthetics are also shared. It is recommended to increase the transparency, making public the information such as decisions of the Senate, board of administration, medium-term budget, and other public financial information.

- 1.7 In order to achieve the intended objectives and learning outcomes, referring to the self-assessment report and the meetings during the visits, TESS College continuously evaluates its study programs. This goal is part of the annual reports. At the end of each academic year, each basic unit organizes a periodic review of its study program, by appointing an *ad hoc* group responsible for conducting the program review [EV_31/ M2/ M4]. The review process primarily focuses on redistributing credits across disciplines at TESS, revising the teaching programs for specific subjects, and reevaluating the components of disciplines, including the allocation of credits between different subjects or within it [EV_33/ 45]. Additionally, the review includes updating the program regulations, refining and reviewing the necessary didactic resources, the literature used, improving the procedures for knowledge assessments/exams, and analysing the results of these evaluations in terms of annual reports sent to Senate, which reveals areas that need improvement, and outline the actions taken to close those gaps and improve performance or outcomes [EV_35]. On the other hand, the external evaluations (public website of QAAHE) of the study programs reveal positive results regarding the external periodic evaluation of quality.
- 1.8 IQAU has developed a periodic plan for conducting internal quality assessments of its study programs and institutional evaluation. Internal evaluation conclusions are based on statistical analysis of institutional data, findings from records, as well as surveys, questionnaires, and interviews conducted with academic staff, non-academic staff, and students [EV-31-35]. This unit has produced internal quality assessment reports from the beginning for every academic year. The surveys conducted are based on structured questionnaires organized into specific sections, each targeting a particular aspect of the educational process to gather detailed and multifaceted information from students. These sections allowed for an in-depth evaluation of various factors that influence the quality of teaching. Among the areas evaluated were faculty performance as assessed by students, the clarity of lectures, and the effectiveness of the literature used in implementing study programs. This data is used to ensure continuous improvement of the educational environment and to identify potential areas for further development. Evaluation reports are

Bemiza Stavre




shared with academic staff and are available to stakeholders upon request. The internal quality assurance regulations also specify the guidelines for the IQAU unit, and the periodic review of study programs, ensuring alignment with accreditation standards [ADD-5]. The implementation of an electronic management system for the dates.

- 1.9 The responsibilities and duties of each core unit and the IQAU are defined in the College Statute, its internal regulations, and the internal quality assurance regulations. The Internal Quality Assurance Unit is a collegial body. To ensure that the internal evaluation and quality assurance process, the internal quality assurance regulations define different representative compositions of this unit with internal and external experts [EV_35]. TESS has also involved in this process some stakeholders of the market to be coherent with the employment market [ADD_7, EV_70]
- 1.10 To foster a quality culture within the College, TESS College regularly organizes activities aimed at informing and raising awareness among both academic staff and students. These activities include seminars, training sessions, workshops, meetings, in order to highlight the importance of quality assurance and continuous improvement. Both students and academic staff are encouraged to actively participate in these initiatives and provide valuable input to enhance the content and methodology of the study programs. During the meeting with the external evaluation group with the unit of the internal quality rising on the long-term quality assurance and study program improvement [EV_70].
- 1.11 Based on Law No. 80/2015, TESS College, operates as a Higher Professional College. It implements the provisions of the higher education law, guidelines from the MES, the College Statute, and the internal regulatory frame of the institution. TESS operates on its approved organizational structure and Strategic Development Plan. It manages and implements full-cycle of decision-taking and quality assurance processes, involving authorities, staff, students and stakeholders (when necessary). The College reports annually on its academic and financial activity, in line with the ministry guidelines.

Findings


Good practice

The review team identified the following features of good practice:

- An organization driven by strong values which have a positive impact on the student experience; [Stand 1.1, 1.2]
- The Institution has conducted Market Research on Employability for a better understanding of the region's needs; [Stand. 1.9]
- Active student participation in quality assurance through surveys and feedback mechanisms supports a transparent and inclusive institutional culture; [Stand 1.4, 1.5]

Weaknesses

The review team did not identify any weaknesses in the evaluation area.

Bemita Stavarie




Recommendations

The review team identified the following recommendations.

- TESS College relies only on student fees as its main source of income, which limits financial sustainability and investment capacity. It is recommended to increase the third-party services the offered from the college; [Stand 1.2, 1.3]


Affirmation of action being taken

The review team affirms the following actions already in progress:

- Implementation of electronic management system of the database is on way; [Stand 1.8]

Judgement


The Standards for Higher Education Institution - Management, Autonomy, and Quality Assurance are fully met.

Benita Starve




Evaluation Area 2: Resources And Partnership


- 2.1 TESS College has established transparent and structured recruitment processes for both academic and administrative staff, aligned with Albanian law and its own institutional policies. The College publishes the organizational chart on its website, ensuring transparency and regular updates to the relevant ministry. This process is regulated with approved employment procedures and it is managed by specific regulations of HR Management. [EV_51-52] The College employs full-time and part-time academic staff, including experts from various fields. In the academic year 2023-2024, part-time lecturers with significant expertise were hired, enhancing, thus, the learning experience [M3; M6]. External experts in fields like hairdressing and aesthetics are also engaged as guest lecturers, offering practical insights, though they are not considered formal academic staff due to the non-recognition of their international qualifications in the frame of higher education context in Albania [M2; M4]. The recruitment of academic staff is based on departmental needs, considering specific curricula, approved teaching loads, and the goal of developing a stable and qualified internal academic team. TESS College aims to enhance the quality and continuity of its education by focusing on long-term, internal recruitment of academic staff [EV_51].
- 2.2 TESS Professional College is firmly committed to the implementation of inclusive policies that encompass all academic staff, teaching and research support staff, as well as administrative personnel. At the commencement of each academic year, the College organizes a comprehensive orientation for all staff members, including academic, teaching and research support, and administrative personnel. In addition, the institution organizes ongoing meetings throughout the academic year to ensure that all staff members, whether academic, teaching support, or administrative, remain well-informed about the College's daily operations and ongoing initiatives. [EV_67]. The institution includes its staff in the decision-making process at the institutional or respective unit level. [ADD_6]. A significant aspect of the inclusive policy is the active involvement of both academic and administrative staff in the College's social and cultural activities, which serve as opportunities to strengthen the bonds between staff and students [M6].
- 2.3 TESS College is committed to fostering continuous development, evaluation, and recognition of its staff through a clear and transparent process. The institution conducts regular performance appraisals, using various methods to assess staff strengths and identify areas for improvement. This periodic evaluation ensures that staff members' efforts align with the College's goals and provides opportunities for professional growth. In addition to evaluations, TESS College implements a well-structured training plan, designed according to the identified needs and priorities of both the institution and its staff. [EV_67]. The College also encourages its academic staff to pursue further professional development at renowned Western universities. To motivate and appreciate the hard work of its staff, TESS College awards "Encouragement Prizes" annually at the end of the academic year. *In order to ensure regular and objective performance evaluations, academic staff complete a self-*

Bemita Starve




assessment form at the beginning of each academic year, starting from 2024-2025. This form helps monitor and assess achievements in the academic activity of its staff and students and the review team considers it an example of good practice. [EV_32]. TESS College regularly engages international experts in various academic fields to contribute through guest lectures, workshops, and seminars. This exposure to global perspectives enhances the learning experience for both staff and students, ensuring that the College remains aligned with international educational standards [EV_63,65].

- 2.4 TESS College is committed to implementing a comprehensive social development policy aimed at fostering an inclusive, collaborative, and supportive institutional environment. The College actively promotes the well-being and engagement of its academic and administrative staff through structured initiatives that encourage professional interaction, social cohesion, and open dialogue. TESS College organizes a range of social and professional activities, including open seminars, roundtable discussions, workshops, and institutional events that contribute to both the personal growth and professional development of its staff [EV_56]. TESS encourages open and transparent communication between institutional leadership and staff. As part of its inclusive approach, TESS College has also initiated supportive social programs for elderly individuals to foster their active participation in community-based activities. TESS College also actively fosters a culturally enriched university life through the organization of artistic and cultural events, including concerts, exhibitions, sports competitions, and performances. Moreover, the College has established a tradition of hosting an annual orientation meeting for newly recruited staff, which facilitates their integration into the academic and administrative structure. These meetings provide an overview of institutional policies, internal procedures, and opportunities to engage with peers and leadership [EV_65].
- 2.5 ESS College ensures the long-term stability of its academic staff by strictly complying with all contractual, financial, and legal obligations, including salary payments, social insurance, and labour law requirements. Academic staff are offered permanent contracts after successfully completing the probationary period, contributing to institutional continuity [EV_27-29]. The College maintains a low turnover rate, below 30%, indicating strong staff retention and a supportive work environment. Academic staff qualifications are aligned with their respective departments, ensuring the relevance and quality of instruction. TESS College complies with all legal requirements set forth in Decision of the Council of Ministers (DCM) no. 418/2017 and no. 370/2017 regarding the number and qualifications of academic staff, as well as the student-to-staff ratio, ensuring adequate support and academic quality. Such a fact is also confirmed even from MAS verification procedure [EV_68]. *It is recommended to develop some mechanisms to increase the recruitment of academic staff with second and third cycle diploma.*
- 2.6 TESS College is committed to supporting and evaluating its staff to ensure they meet their annual academic and administrative obligations, in line with the institution's standards. The College has established clear performance evaluation indicators for both academic and administrative staff, which are based on measurable objectives. Evaluation procedures,

Bemita Starve





including self-assessment questionnaires and student surveys, ensure transparency and continuous improvement. The College gathers feedback from staff through regular meetings, ensuring an open process for discussing work-related issues. Performance evaluations are objective and may include peer reviews, student feedback, and department head assessments. The College also engages external evaluators to ensure impartiality. TESS College has a specific structure, Quality Assurance Unit responsible for monitoring the implementation of academic and administrative strategies. The Unit supports staff in meeting their obligations and fosters professional development. One member of the QA Unit, who holds a doctoral degree, participates in monitoring sessions, especially for newly hired staff, ensuring objective evaluation [EV_31-35].

2.7 TESS College does not own real estate but manages rented spaces to meet its educational and administrative needs. The college leases a 454 m² space for classrooms and academic activities, which was renovated to meet high-quality standards. Additionally, the College rents other spaces for practical lessons, including one owned by the founder and located on "Nikolla Jorga" Street, and another on "Ibrahim Rugova" Street, also rented from the founder. The institution ensures a balance between office spaces, laboratories, and student study areas, maintaining functional and suitable environments for all academic and administrative activities. Despite not owning real estate, TESS College focuses on improving and modernizing rented spaces to meet ongoing educational and administrative requirements. The institution guarantees the necessary financial support for the management, maintenance, and development of its assets which is evident in their annually budget [EV_18-22,36-39].

2.8 TESS College provides a modern and suitable infrastructure for academic and scientific activities, meeting required standards for optimal teaching and research conditions: clean, non-polluted areas: located away from industrial areas near the artificial lake for conducive learning. Adequate Student Space: Ensures 3.8–4.0 m² per student, meeting space standards for academic activities. Lighting & Ventilation: Implements natural lighting and functional air conditioning for comfort. The institution meets the technical natural lighting standards - the surface area of windows covers at least (15-20%) of the floor surface area and the lighting comes over the student's left shoulder from the southeast. Safety & Emergency Systems: Equipped with fire protection and emergency exit routes [EV_38-39]. Rest & Recreation Areas: Spaces are provided for social activities to support student and staff well-being. Cultural Activities: Host's symposia and webinars, promoting student creativity via social media. Support for Students with Disabilities: Accessible environments, including elevators, for equal participation. Equipped practical classes: Modern classes supporting programs in aesthetics, makeup, and hair artistry. These efforts reflect TESS College's dedication to maintaining a high-quality environment for academic and scientific work [M8].


2.9 TESS College has created a modern, safe, and functional learning and working environment, equipped with advanced technology and meeting hygiene standards. The building includes air conditioning and heating systems, ensuring a comfortable

Bemiza Stavre





environment year-round. The college provides adequate space for academic and practical activities, with classrooms and laboratories designed to meet course requirements. The infrastructure supports both teaching and administrative functions, including a well-organized library and sufficient IT resources for staff and students. Special attention is given to acoustics and comfort in the learning spaces. The college ensures a quiet, optimal environment for students and lecturers. It also guarantees full accessibility for individuals with disabilities, including pathways, and secure exits [EV_37,63].

- 2.11 During the visit, the EEG it was part of the agenda a tour around the college. TESS College is committed to creating a balanced environment that supports the physical and mental well-being of students and staff. The college provides some rest areas, designed to promote relaxation, social interaction, and community building. It also offers facilities for cultural, artistic, and promotional activities, as well as supporting events and performances for students and academic staff. TESS College has invested in modern infrastructure, including well-equipped offices and practice classes to support teaching and administrative functions. Additionally, it ensures hygiene and safety through appropriate equipment [M8].
- 2.12 During the interview with different focus groups, it is confirmed that a dedicated staff member oversees infrastructure maintenance, monitors facilities daily, assists with repairs, and collaborates with departments to support academic and administrative activities. The College conducts regular surveys to gather feedback from students on infrastructure conditions, helping identify areas for improvement and aligning upgrades with their needs and expectations [EV_33-34]. TESS College ensures that its infrastructure meets institutional standards through regular assessments, providing a safe and supportive environment for academic and social development. [EV_18].
- 2.13 TESS College has an organized system for documenting and storing academic and administrative records in both physical and electronic formats. This dual system ensures data security, easy access, and compliance with legal requirements. Academic documents are securely stored in the college archive, managed according to official regulations. A dedicated archiving system ensures all records are accessible and properly maintained [EV_42-43, 53-55]. To enhance efficiency and data management, the college has implemented a digitization system. The Registrar's Office scans and digitizes academic documents, creating a secure database accessible only to authorized users. Key institutional decisions are also stored digitally. The Registrar's Office also collects and processes statistical academic data and communicates with state authorities. All information is kept accurate, updated, and secure [M3; M5; M8]. A centralized system that manages academic programs, syllabi, teaching plans, and student performance data will be developed soon. The student database includes all essential academic and personal records, maintained in line with the Ministry of Education's legal framework. Both electronic and hardcopy records are available and regulated with archive regulation, but *it is necessary to fully implement digital infrastructure for academic records and programme management* [ADD-5].

Bemita Starve




- 2.14 TESS College has developed and manages an integrated information system to ensure clear and efficient communication both internally and externally. This system supports continuous and accurate information flow for all stakeholders, including students, staff, and partner institutions. The main platform is the official website, www.tess.al which is regularly updated and serves as the primary source of information. It provides details on: Study programs and academic development opportunities, Admission and registration procedures, International partnerships and collaborations, Internal regulations, including the Statute and institutional policies [EV_6-8]. The website is user-friendly and ensures quick access to key information. Its maintenance is a continuous responsibility to uphold quality and efficiency.
- 2.15 TESS College has developed and coordinated an IT hardware system that supports an efficient and integrated learning process. All staff and students have access to essential technological tools such as computers, internet, email, and communication platforms. Classrooms are equipped with smart boards to enhance interactive learning. The College uses online platforms like Google Classroom, Zoom, and Skype for remote teaching and communication, especially during and after the pandemic. Its official website, www.tess.al, provides updated academic information, study programs, application guidelines, and opportunities for training and international collaboration [EV_5].
- 2.16 TESS Higher Education College prepares its annual budget in line with its Statute and internal regulations, ensuring efficient and transparent financial management aligned with its strategic objectives [EV_1/ 5/ 6]. The budgeting process is collaborative, involving the Finance Office, Administration, and all departments, and includes short-, mid-, and long-term planning. The draft budget is based on departmental needs and previous expenditures, and it is reviewed and approved first by the Academic Senate, then by the Board of Administration. The mid-term budget is informed by data from the past two years to ensure sustainable financial forecasting. Any necessary modifications during the academic year are also reviewed and approved by the Board. This structured and detailed process ensures optimal use of financial resources and aligns spending with institutional goals [EV_18-22].
- 2.17 To ensure the implementation of its financial policy, TESS College has established an effective management structure, including the Administrator, Finance Office, and oversight by the College Founder. This centralization ensures proper coordination and control of financial resources, in compliance with accounting principles and relevant regulations. The Finance Office is responsible for financial activities, monitoring expenditures and revenues, and preparing annual financial statements. The College regularly monitors and analyzes its financial indicators to assess alignment with the approved budget and to make necessary adjustments. Financial statements undergo detailed review and are open to scrutiny by the Board of Administration. TESS College is committed to full transparency regarding its financial obligations, ensuring that all payments are made on time and in accordance with agreements [EV_63].

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- 2.18 TESS College has a clear policy for financial control, ensuring transparency and compliance with the law and national accounting standards. The college undergoes an annual audit ensuring that financial statements reflect the true financial situation. The College's financial statements are prepared according to legal requirements, with detailed records of income and expenses, including tuition fees. All financial transactions are recorded in the College's bank accounts and supported by proper documentation. The financial reports are submitted annually as part of the Institutional Annual Report and are accessible for review. The College ensures compliance with Albanian legislation and maintains full transparency in its financial practices. This process is regulated by a regulation. The College's financial resources are used efficiently and sustainably, following national and international accounting standards [EV_20/21/24].
- 2.19 TESS College follows a clear and open strategy for collaboration and partnerships at regional, national, and international levels. The College collaborates with various partners to organize activities beneficial for the academic and professional development of its staff and students. These activities include projects, workshops, performances, and cultural events that promote knowledge and experience exchange among educational institutions and professionals. TESS encourages the participation of its academic staff and students in these activities, offering opportunities to learn and collaborate with international and regional partners (e.g., Comfort Zone and Davines in Italy). Collaborating with international partners and private companies in fields such as style, fashion, makeup, and aesthetics is an excellent opportunity for developing new study programs and enhancing the institution's experience. Mobility programmes are recommended to increase more with the Europe academic network. [EV_1,2,3].
- 2.20 TESS College has established a broad network of collaborations with other institutions to enhance academic activities and professional practices. This includes partnerships with educational institutions like the Business College for ongoing academic exchanges. The College promotes joint study and research programs, though currently none are offered. Nationally and internationally, TESS collaborates with companies and business centres in the fields of aesthetics and fashion to enrich its academic offerings. It also partners with various organizations, businesses, and media to fulfill its needs in developing study programs, improving academic structures, and providing opportunities for students and staff. Additionally, TESS prioritizes providing students with professional skills development through collaborations with businesses and other organizations, offering internships, job placements, and practical experiences in the artistic and professional fields. The College also provides modern laboratory infrastructure for artistic and professional activities, allowing participants to engage with creative projects and performances using up-to-date equipment [EV_1/2/3].
- 2.21 The College has established a network of cooperation with other institutions to support academic activities and professional practices. This includes partnerships with educational institutions and companies in the fields of aesthetics and fashion, providing opportunities for students and staff to develop professional skills [EV_1/2/3]. TESS encourages the

Bemita Stavre



development of joint programs and offers practical opportunities for students through internships and employment. Additionally, the college has modern laboratories for the development of artistic and professional activities. The institution follows a policy for invited academic staff and foreign researchers [EV_6].

- 2.22 TESS conducts market research to ensure its programs are in line with labour market needs and economic trends. It tracks the employment outcomes of its graduates and maintains ongoing relationships with alumni and companies to provide job opportunities. The college is dedicated to offering equal opportunities for both students and academic staff, while also striving to stay competitive in the educational and professional sectors [ADD_7].

Findings

Good practice

The review team identified the following features of good practice:

- TESS College has implemented a comprehensive, transparent, and inclusive system for staff recruitment, orientation, performance evaluation, and professional development;[Stand. 2.1,2.2],
- The College not only supports continuous staff improvement and motivation but also contributes to institutional stability and quality enhancement;[Stand. 2.6,2.7,2.8]

Weaknesses

The review team did not identify any weaknesses in this evaluation area.

Recommendations


The review team identified the following recommendations:

- Develop proactive recruitment strategies and incentives to attract staff with Master's and Doctoral qualifications, including through partnerships with international universities;[Stand. 2.5]

Affirmation of action being taken

The review team affirms the following actions already in progress:

- Implementation of Self-Assessment for Academic Staff; [Stand. 2.6]
- TESS College is planning to develop a centralized system for managing programs and performance data; [Stand. 2.13]


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- TESS encourages award days annually, mainly based even on the criteria and principle of self-assessment procedures, which the review team considers a way to monitor and assess achievements of its staff and students in the academic activity; [Stand 2.3,2.4,2.5]

Judgement


The standards for Resources and Partnership are fully met.

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Evaluation Area 3: Study Programs, Teaching, And Evaluation


- 3.1 TESS offers accredited programs in Hair Artist, Make-Up Artist, Aesthetics, and Beauty Business & SPA Management. These programs are designed to develop professionals equipped with both technical and managerial skills, aligning with TESS's mission to provide high-quality education in the beauty industry. TESS implements an internal quality assurance policy through its Internal Quality Assurance Unit (IQAU), which ensures the alignment of curricula with industry trends and scientific advancements, maintaining coherence across all study programs. Each program at TESS has clear objectives that align with the institution's mission to prepare professionals with practical skills. The curricula integrate theoretical knowledge with hands-on practice, ensuring students are ready for the beauty industry. The strategic plan for 2024–2029 focuses on curriculum innovation, professional preparation, and fostering entrepreneurship. [Ev_15-17]. TESS's programs align with national education strategies and the labour market demands. [Ev_63,64,74],[Add_7]. By offering specialized training in beauty-related fields, TESS contributes to regional and national development, addressing the growing need for skilled professionals in the beauty industry.
- 3.2 TESS drafts its development policy by aligning with Albania's National Education Strategy 2021–2026, focusing on quality higher education, integration into the European Higher Education Area (EHEA), and promoting foreign language proficiency and cultural exchange. TESS reviews and integrates national development strategies when introducing new programs, ensuring they meet international standards and support Albania's integration process. TESS effectively integrates national development strategies into its program planning, focusing on labour market needs and industry trends. Through international partnerships, it offers students enriched learning experiences and global exposure [EV_15]
- 3.3 Tirana Esthetics & Style School (TESS) offers specialized professional programs in Hair Artist, Make-Up Artist, Esthetics, and Beauty Business & Spa Management. Each program is fully in alignment with the Albanian Qualification Framework and study programs according to 5th level. Programs are structured into general, core, interdisciplinary, and elective courses, integrating theoretical learning with hands-on practice. Internships and practical training sessions are integral, bridging the gap between theoretical learning and real-world application, such as like MAKE UP FOR EVER, Davines, and Comfort Zone provide students with exposure to international standards and practices. The learning outcomes are clearly defined and aligned with the qualification profiles, ensuring that students acquire, comprehensive theoretical and practical knowledge in their chosen field, proficiency in industry-standard techniques and practices. TESS employs a diverse range of teaching methods to cater to various learning styles and enhance student engagement.
- 3.4 TESS has a structured and transparent process for proposing and approving new study programs, governed by its internal regulations in alignment with national higher education laws and standards. The Academic Senate plays a key role in evaluating and approving new

Bemita Starve




programs before implementation. [EV_6] The development of new study programs at TESS is a collaborative effort involving basic units such as departments and faculties. These units contribute significantly to drafting program content, objectives, outlines, and resource planning, ensuring relevance and alignment with academic standards and industry needs. [ADD_6] The institution actively involves various stakeholders, including industry professionals, alumni, and potential employers, in the drafting process of new programs. Regarding the determining student admission quotas, TESS employs an analytical approach that considers labour market trends, research findings, and institutional capacity. [EV_74].

- 3.5 Each academic year, the institution submits the Academic Senate's decisions regarding student quotas for all active study programs to the Ministry of Education and Sports. For the 2023–2024 academic year, the expected student-to-academic staff ratio was 1:21, in compliance with Decision No. 418 dated 10.05.2017. Additionally, TESS provides 3 square meters per student in its academic facilities, aligning with the space requirements outlined in the same decision. These practices ensure that TESS meets national standards for student admission and institutional capacity. The college operates with two departments: the Department of Cosmetology and the Department of Aesthetics and Nutrition. Each department employs at least five full-time faculty members, including two with academic degrees, ensuring compliance with the Council of Ministers' Decision No. 370 dated 26.04. 2017. In the 2023–2024 academic year, TESS engaged ten full-time faculty members, comprising one with academic title Professor, two with scientific degree; Doctors, and seven with a Master's degree. Full-time academic staff comprises the 70% of the entire academic staff engaged to deliver these study programs. Regarding teaching workload, TESS adheres to the provisions of Instruction No. 29 dated 10.09.2018, ensuring that over 70% of the teaching load for each study program is covered by internal faculty members. This approach guarantees that the study programs are offered in accordance with the institution's capacity and resources. [EV_7-14, 68].
- 3.6 TESS offers professional study programs following secondary education, with 60 or 120 ECTS credits, aligned with Level 5 of the Albanian Qualifications Framework. These programs typically last one or two academic years, culminating in the award of a "Professional Diploma" in the respective field of study. Study programs are developed by the Departments in accordance with the legal requirements of Law No. 80/2015 "On Higher Education in the Republic of Albania," tailored to the specifics of each program, and are approved by the Academic Senate.
- 3.7 Tirana Esthetics & Style School offers only the 5-th level of the Qualification framework, which are classified as a professional study program. They integrate theory and practice, preparing students for careers in beauty and wellness. Student counselling service is structured according to the institution's Statute and Mentoring Regulations. Students receive continuous support through open lectures, workshops, and training sessions, and they have a dedicated office, such as the Student Admissions Office. [EV_6,49,53,66,69].

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- 3.8 While the Albanian law framework provides lifelong learning programs, TESS currently does not offer such programs. This area presents potential for future development, aligning with market demands and institutional strategies.
- 3.9 The college exemplifies a robust integration of academic rigor, industry relevance, and continuous professional development. The institution ensures that its study programs, particularly the “Professional Master” tracks, are developed and delivered by a dedicated academic staff, engaged in scientific research. This involvement guarantees that the curriculum remains aligned with current academic knowledge and industry practice [EV_14], [ADD_1].
- 3.10 TESS conducts regular evaluations of its study programs to ensure continuous improvement and alignment with quality standards. Each academic department is responsible for reviewing its programs annually, focusing on aspects such as credit distribution, course content, teaching methods, and assessment procedures. This process involves collecting feedback from students, analysing academic performance data, and identifying areas for enhancement. The Internal Quality Assurance (IQA) group, which includes a student representative and may invite external experts, when necessary, oversees the internal evaluation of programs and institutional quality. This group operates autonomously and has access to all relevant institutional data. Their findings are compiled into a review report, which is submitted to the Academic Senate for approval. [EV_6].
- 3.11 TESS internally evaluates the teaching quality, the facilities, and the extent to which the students’ expectations are met. This includes regular questionnaires about the academic communication in the classroom, the services provided by the administrative staff, and the usefulness of the infrastructure available to the teaching, learning, practical, and research activities [EV_31-35]. The College also displays a wide range of professional literature in store at its library, mainly in the English language, which is regularly updated with newly published editions [EV-55/ 72/ M2/ M4/ M8].
- 3.12 The Regulation of the Internal Quality Assurance Unit clearly defines the QA mechanisms and indicators, in line with the strategic development paths devised by TESS in the fields of aesthetics, cosmetology, and beauty services [EV_31]. The IQAU has five members, including also a student. The Regulation specifies the direct involvement of the academic staff in the periodic review of the syllabus, of study programme elements, and literature/equipment/ facilities in disposal, through the self-assessment forms [EV_31/ 32/ 35]. It also defines other quality assurance mechanisms like the student evaluation and analysis of their feedback in order to improve the learning outcomes and professional improvement of the graduating students [EV_33/ 34]. Students and staff interviewed during the expert visit confirmed the above [M3/ M4].
- 3.13 -3.15 Study programmes in TESS are offered in line with the national and institutional frame that regulates higher education academic offer. They are organized in credits (60/12ECTS); the courses are categorised in line with the criteria defined in the legislation mentioned above [EV-10-13]. Final approval procedures are preceded by the discussion of

Bemiza Stavre



the teaching groups and/or subject-sections within the department. These suggest and argument curriculum restructuring, which are later coordinated by the head of the department for final approval by the Academic Senate [EV_6/ 7]. The role of the departmental subject section is also significant in coordinating professional and technical consultancy in practical curriculum work within the department [M2/ M4]. Being a higher professional college, TESS combines lectures, seminars, laboratory work and studio hours as teaching/learning forms. These are harmonized with consultations, debates on professional topics, professional practice, presentations, course assignments, course exams, and training exams. All study programme regulations frame the curriculum, teaching and learning workload, teaching practice, diploma title, assessment forms, and other obligations on behalf of the teachers and students [EV_26/ 60]. It is supplemented by the respective course syllabi, designed in line with DCM Nr. 41, dt. 24.01.2018 "For the elements of the study programmes- offered by HEIs in the republic of Albania" [EV_62]. The distribution of the teaching/practice workload, and assessment forms is determined based on the distribution of credits for each teaching component and is approved by the Academic Senate [M2]. Due to its very professional nature, the practical workload is a very specific component of TESS. It is reflected in the specialized subjects (either core or electives), as well as in the approach it has to the students' active involvement in the learning process, by engaging them in activities that include technical, social and professional skills, and by creating an interactive learning environment in the studio-labs or in the internship period. Students are guided in the process of curriculum practice [EV_26]. The latter is carried out either simultaneously with the teaching activity or at the end of the academic year [EV_M6]. Students report on the internship work, as a form of evaluation. Academic advisors supervise the students' attendance in the partner institutions that have agreed to host them [ADD_1].

- 3.16 All study programmes qualify the students for specific professions in aesthetics, makeup artistry and hair styling. Employment rates after graduation are evidence of that [ADD_7/ EV_70/ 74]. TESS coordinates employment opportunities and career prospects for its students and its graduates. It displays a wide range of agreements with beauty, aesthetics, media, and sport companies and institutions, both national and international [EV_63]. This facilitates the integration of highly qualified professionals right after graduation [EV_69/ 70/ M6]. The College records employment data and alumni professional progress [EV_74].
- 3.17 TESS encourages student mobility in Level 5 of the National Qualification Framework and offers curricula that operate in line with the European Credit Transfer System principles [EV_45]. The diploma and its supplement, both in Albanian and English, is accompanied with a detailed list of grades, workload, and further qualification skills earned by the student during the studies [EV_61]. TESS has included student mobility in its internationalisation strategy [EV_15], but it still has not created mobilities opportunities for its students and staff as part of the exchange EU programmes [Ref. Paragraph 4.7].
- 3.18 Evaluation in TESS is carried out in line with the institutional statute and regulations. Students are rendered aware of the assessment forms at the start of their studies [EV_30].

Bemiza Stavre

Course evaluation forms include oral/written/combined exams, or report writing. The final exam is only offered to the students who have positively passed all curriculum exams. Exam documentation is recorded and stored in the administration office and students are notified in time about their individual results [EV_46/ 47].

- 3.19 -3.21 TESS provides dedicated studios for practical courses related to aesthetics, makeup, and hair artistry practical skills development. Various aesthetics treatments can be performed and creative engagement of the students is also possible [M 8]. The infrastructure is mainly used for teaching and practical aspects of the curriculum. There is also evident inclusion of update ITC tools in training and development opportunities for its staff and students. TESS dedicated library resources are hardcopy and electronic [EV-72]. They are continuously updated with current publications on the international beauty industry [M2].

Findings

Good practice

The review team identified the following features of good practice:

- TESS College integrates hands-on learning and industry engagement into its programs by partnering with nationally recognized companies;[Stand. 3.1,]
- TESS has implemented a regular internal program review process led by the Internal Quality Assurance (IQA) Unit;[Stand. 3.10,3.11, 3.12]

Weaknesses

The review team did not identify any weaknesses in this evaluation area.

Recommendations


The review team identified the following recommendations:

- Develop and Implement Lifelong Learning Programs;[Stand. 3. 8]
- Expand Academic Offerings Beyond Level 5 of the Albanian Qualifications Framework;[Stand. 3.6]

Affirmation of action being taken

The review team affirms the following actions already in progress:


- TESS College has launched a strategic plan for 2024–2029 focusing on curriculum innovation, professional preparation, and entrepreneurship;[Stand. 3.1]

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Judgement

The standards for Study Programs, Teaching, and Evaluation are fully met.

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Evaluation Area 4: Scientific/Artistic Activity and Innovation

- 4.1 -4.2 TESS has the profile of a professional higher education institution, whose mission is to qualify practically-skilled professionals through teaching and practice in the fields of cosmetology, aesthetics, and beauty business [EV_6].
- 4.3 -4.7 In this regard, the internal units—the Department of Aesthetics and Nutrition and the Department of Cosmetology—coordinate the above objectives based on an annual schedule approved and overseen by the Academic Senate [EV_16/17]. The whole teaching infrastructure of TESS: academic classrooms, studios and laboratories, aims to provide technical consultancy and practical engagement for both students/alumni or academic staff [EV_1/ Review site visit]. Academic staff activity has a primarily creative-promotional character [EV_61], aligned with the market needs, presented in the form of makeup techniques, aesthetic processes, and cosmetic treatments [EV_63]. It is designed and applied by the respective units, in line with the strategy of the institutions and the need to provide innovative ideas in an increasingly competitive and fast-changing job market, which it has analyzed periodically [EV_35/74/ ADD-7]. TESS enhances its staff qualification mainly through workshops, seminars, and dedicated artistic experiments, which are offered periodically even by internationally renowned trainers of the fields [EV-64/65/67]. *Artistic projects are also encouraged on behalf of the staff and students, as part of their artistic portfolio.* They are monitored by the departments and are included in the teaching practices. Students and alumni confirmed the positive impact of such activities on their curricular qualifications [M_3/4/6]. The review team considers such practices an example of *good practice*, which *enables the smooth and safe transition of the graduates into the job market and continuously updates their practical professional skills.*
- 4.8 -4.10 Academic titles and scientific promotion are not a must for TESS, given its limited number of enrolled students in the last three academic years [Law 80/2015, art.17, point 7/EV_2]. TESS evaluates the staff performance and regards research publications, conferences, and earned grants as important indicators of staff performance [EV_33]. However, participation in research projects, scientific publications, attendance/organization of scientific events, and publications are rare.
- 4.11 -4.13 TESS claims to be engaged in academic research related to innovative methods in advancing technologies in aesthetics, makeup, and hairstyling. Its Strategic development plan, however, only envisages research as part of TESS encouragement of the staff and students to participate in conferences/workshops and improve their awareness of current technological developments in its qualification fields. Both departments prepare annual research/artistic plans. Yet, its research capacities are only limited in research terms like, improvement of professional techniques, promotion of new techniques, research on the latest beauty industry trends, and integration of technology and innovation in teaching [EV6/16/17]. No research products were provided to the review team at the moment of the visit. *The research plan for the academic year 2023-2024 included research and experimentation of natural products for the hair and the skin and the establishment of a*

Bemita Starnie



research platform to match cosmetic research and techniques with the clients' needs at a different level, as well as the use of the artificial intelligence in the study of personalized client hair style and skin colour, which the review team considers an affirmation of the fact that TESS aims to extend its academic professional profile to a more scientifically technological approach.

- 4.14 *TESS does not provide evidence of staff or student mobility agreements, in spite of its extensive network of international partners. The institution considers that, in its current situation, it will need to review its mobility conceptualization, from that of the participation of staff in workshop/seminar training activities, to teaching exchange periods in other academic counterparts. Even though there are a few initial institutional undertakings in terms of understanding the mobility structural and procedural frame ADD_2], the review team considers it a weakness and recommends that as an academic institution with extensive professional partnership network, TESS should also promote exchange teaching periods for its staff to upgrade their professional and research background.*
- 4.15 -4.17 *TESS does not conduct formal scientific research, given its specific status as a higher professional college with main focus on teaching practice and artistic production. It has, however, undertaken a new attitude to research by integrating approaches to beauty products and skin care analysis in the department activities. TESS artistic products, on the other hand, constitute the main activity of its students, fully monitored and supported by its staff and decision-making bodies. They include advancements in the latest technologies and practices used in the international beauty industry. TESS supports the participation of its staff and students in artistic performances, and individual projects This is carried out in line with the development strategy of the institution, the analysis of the market needs, and the national professional qualification frame. TESS is fully aware of its shortcomings in this evaluation field and reflects a clear understanding of the steps that need to be followed in line with its internal and external academic and professional capacities.*

Findings

Good practice

The review team identified the following features of good practice:

- Artistic projects, carried out as joint efforts of the staff and the students, part of either artistic portfolio are positively regarded tools to enable the smooth and safe transition of the graduates into the job market and continuous update their practical professional skills [Stand. 4.3].

Weaknesses

The review team identified the following weaknesses:

Bemita Stavarie



- Lack of academic exchange and mobility programmes for the staff. [Stand. 4.12]

Recommendations

The review team identified the following recommendations:

- As an academic institution with an extensive international professional network, TESS should also promote exchange teaching periods for its staff to upgrade their professional and research background. [Stand. 4.12]


Affirmation of action being taken

The review team affirms the following actions already in progress:

- The inclusion of research and experimentation of natural products for the hair/skin and the establishment of a research platform, as well as the use of artificial intelligence in the study of personalized client demands in the research plans of the academic year 2024-2025 is considered an affirmation of the fact that TESS aims to extend its academic professional profile to a more scientifically technological approach. [Stand. 4.7]

Judgement


The standards for Scientific/Artistic Activity and Innovation are substantially met.

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Evaluation Area 5: Students and their Support


- 5.1 TESS conducts promotional campaigns for its study program, targeting high school graduates [EV_69]. It has an organized promotional approach to prospective students and ensures full integration in the academic structure once they are enrolled [EV_41-45]. TESS mission is to attract candidates with skills and interest in the fields of aesthetics, hairstyling, makeup, and the beauty industry, reflecting at the same time high-quality qualification in their high schools studies [EV_41]. It organizes open days with the scope of giving candidates an opportunity to know about study fields, institutional professional infrastructure and career development opportunities [EV-66]. Yet, its promotion campaign is currently focused only in the capital city, and this does not allow a larger national coverage, which would be the reason for the decrease in the number of enrolments.
- 5.2 Quality constitutes the main admission criteria [RVB], in the admission procedures and criteria [EV_44], which are made available to student candidates via TESS official website [<https://tess.al/>], or other promotional procedures undertaken by academic and administrative staff in high schools[EV_6].
- 5.3 TESS has a significant frame of documentation that regulates the enrolment procedures, and human resources tasks and responsibilities in this regard [EV_41-45]. The process is organized in line with the MAS agenda, and admission criteria and quotas are approved in line with institutional academic and infrastructure capacities. Enrolment documents are administered as part of the student's personal file and are stored in the college hardcopy and electronic database [EV_44/EV_54].
- 5.4 TESS uses several tools to ensure the integration of students in the academic activity of the institution [EV-69]. During the review visit, students, alumni, and staff, all confirmed the following being fully implemented in TESS: information and counseling sessions, orientation meetings, and professional fair participation, mainly guided by the Student Admission Office [EV_43/M3/M6]. Given its very small size, information and counseling services are carried out by the Academic Secretary [EV_8]. The review team considers the fact that *each department assigns "academic advisors", whose main role is to guide the students' academic integration and to improve their academic performance [EV_7/EV_8]* an example of *good practice*. Communication is carried out via official email addresses to ensure prompt feedback and coordination sustainability. The present ratio full-time academic staff: students [10:60] [EV_25] also allows room for better quality communication and easier flow of information. Electronic information platforms are not yet integrated in the institutional communication infrastructure. The Student Guide is an annually updated document, made available to the students to facilitate their understanding of the curriculum, services, schedules and administrative aspects of their academic activity [EV_30].
- 5.5 The rights and responsibilities of the students are outlined in the institutional regulatory frame [EV_6/ EV-7]. Students at TESS are mainly represented via the Student Council

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[EV_6/EV_73]. It is composed of five members, one from each study programme, and serves as a communication channel between the students and the authorities. Students have their representatives in the Academic Senate, the Ethics Council and inner quality assurance structures; this ensures their integration and active participation in decision-making regarding academic or administrative policies of the institution [EV_34/35]. TESS provides funding for activities organized by students in the frame of their academic, social and professional integration [EV_1].

- 5.6 Literature is an integral part of the syllabus, and students are provided hardcopy and electronic resources, either by the staff or at the institutional library in foreign and in Albanian language [EV_63-64]. Even though it is modest, given the more practical approach of the college curricula, the library is constantly updated to meet the changing trends of these professions. It displays online cataloging organized by topic and subject [EV_55-56/ EV_63-64/EV_72]. All other logistics provide opportunities for inclusive education for people with special needs. Support is also offered for marginalized groups by assigning scholarships and reduced registration fees [EV_6/EV_7/EV_41].
- 5.7 TESS takes careful approach on the employment opportunity offered to its students and graduates. Professional internships and participation in professional workshops organized by well-known beauty companies and experts are often coordinated by TESS for its students and alumni [EV_65]. The extensive network of business partners actively operating in the national market seems to be greatly supporting the smooth transition of the graduate in the job market. Students are also offered career counseling advice and training with an average range of activities between 15-20 annually [EV_67].
- 5.8 Alumni are an integral part of the institution and are often invited in activities. *Their involvement in issues related to curricula review, qualification updates, as well as the monitoration of the employment of alumni are now part of the middle-term actions (2026) Strategic Development Plan [EV_15], and the team of the reviewers considers it an affirmation of TESS efforts to improve its academic and professional approach to the job market.*
- 5.9 TESS is currently facing challenges with the admission numbers. It mainly blamed it on the very competitive short-term training offered by various non-professional/academic institutions/companies/businesses. Yet, the job market analysis [ADD_7] and the interviews with the staff [M2/M4/M5] confirmed the need for diversification of the academic offer and promotional tools used with student-candidates. *Enrolment regulations, information and communication tools and platforms, and orientation procedures are in order. Tutorship and monitoring during the studies is also managed by the respective administrative and academic staff. Promotion of the students' work is continuous and takes place annually. Students are entitled to use all the TESS professional and academic infrastructure during their curricular activities. Students are smoothly integrated in the job market and TESS reflects extensive networking in this respect. It keeps good relationships with its alumni and maintains communication with them in terms of beauty industry*

Bemita Stavarie




updates. Student representation at TESS is structured and effective, ensuring students' impact on decision-making processes.

Findings

Good practice

The review team identified the following features of good practice:

- Each department assigns academic staff as “academic advisors”, whose main role is to guide the students’ academic integration and to improve their academic performance [Stand. 5.4].

Weaknesses

The review team did not identify any weaknesses in this evaluation area.

Recommendations

The review team did not identify any weaknesses in this evaluation area.


Affirmation of action being taken

The review team affirms the following actions already in progress:

- TESS has taken steps to improve its academic and professional approach to the job market by aiming to measure the alumni involvement in issues related to curricula review, qualification updates, as well as the monitoring of the employment of alumni; the latter are now part of the middle-term actions (2026) Strategic Development Plan, and the team of the reviewers considers it an affirmation of TESS efforts to improve its academic and professional approach to the job market [Stand. 5.8].

Judgement

The standards for Students and their Support are fully met.

Bemita Szavics





Evidence List

List A: List of evidences

Evidences in English

List of evidence provided with the Self-Evaluation Report as Self-Evaluation Folder.

EV_1	Institutional Self-Evaluation Report _Angl.
EV_2	DCM_TESS Licesing 2018
EV_3	BA_Accreditation I Decision 2020
EV_4	Accreditation II Application TESS
EV_5	Follow-up Action Plan_BA Recommendations Accred. I
EV_6	TESS Statute
EV_7	TESS Inner Regulation
EV_8	TESS Organisational Structure
EV_9	TESS Academic Staff 2024-2025
EV_10	Regulation of SP "Aesthetics"
EV_11	Regulation of SP "SPA Management and Beauty Business"
EV_12	Regulation of SP "Make-up Artist"
EV_13	Regulation of SP "Hair Artist"
EV_14	Action Plan 2024
EV_15	Strategic Development Plan 2024-2029
EV_16	Research Plan_Dep. Of Cosmetology
EV_17	Research Plan_Dep. Aesthetics
EV_18	Annual Budget
EV_19	Mid-term Budget
EV_20	Budget realization
EV_21	Financial Charts
EV_22	Tax Verification
EV_23	Study Fees
EV_24	Inner audits and policies of the financial control and monitoring
EV_25	Academic staff
EV_26	Study programme formats 2020-2024
EV_27-29	Full-time/part-time staff and students service individual contract samples
EV_30	Student Guide
EV_31	Inner Quality Assurance Regulation
EV_32	Self-Evaluation Forms (IQAU)
EV_33	Academic Staff Performance Evaluation Form
EV_34	Students Questionnaire (IQAU)
EV_35	Annul IQA Reports (2020-2024)
EV_36	Rent Contract
EV_37	Planimetries
EV_38	Higen-Sanitary Approval Act
EV_39	Certificate of the Fire Protection

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EV_40	Student Enrollment Form
EV_41	Scholarship Application Form
EV_42	Student Enrolment Documentation
EV_43	Study Secretary Regulation
EV_44	Enrolment Regulation
EV_45	ECTS Credit Accumulation and Transfer Policies
EV_46	Exam Regulation
EV_47	Info_Communication tools
EV_48	Students Insurance
EV_49	Study programme List
EV_50	Students List
EV_51	HR Management Policies
EV_52	Employment Procedures
EV_53	Information request
EV_54	Archive Regulation
EV_55	Library Regulation
EV_56	Membership Card
EV_57	Ethics Council Regulation
EV_58	Code of Ethics
EV_59	COVID-19 TESS Guideline
EV_60	Curricular Study Plan
EV_61	Qualification Frame
EV_62	Syllabus (sample)
EV_63	Annual reports (2020-2023)
EV_64	Draft-Annual report (2024)
EV_65	Summary of Activities
EV_66	TESS_Open Day Agenda
EV_67	Training Summary
EV_68	MAS_Nr.2875, dt. 18.07.2023
EV_69	Student Counselling and Mentorship
EV_70	Alumni Questionnaire_ Market Study Analysis
EV_71	Privacy Policy Documentation
EV_72	Library Catalogue
EV_73	Decision-taking Organs Membership
EV_74	Market Research Analysis

Evidences in Albanian


List of evidence provided with the Self-Evaluation Report as Self-Evaluation Folder.

1. TESS - Stafi akademik 2024-2025.pdf
2. EVIDENCA 1 - STATUTI.pdf
3. EVIDENCA 2 - REGULLORE E BRENDSHME E KOLEGJIT TESS.pdf
4. EVIDENCA 3 - ORGANIGRAMA.pdf

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5. EVIDENCA 5 - RREGULLORE E PROGRAMIT PROFESIONAL TË STUDIMIT ESTETIKË.pdf
6. EVIDENCA 6 - RREGULLORE E PROGRAMIT PROFESIONAL TË STUDIMIT MENAXHIMI I SPA-VE DHE BIZNESIT TË BUKURISË.pdf
7. EVIDENCA 7 - RREGULLORE E PROGRAMIT PROFESIONAL TË STUDIMIT MAKE-UP ARTIST.pdf
8. EVIDENCA 8 - RREGULLORE E PROGRAMIT PROFESIONAL TË STUDIMIT HAIR ARTIST.pdf
9. EVIDENCA 9 - PLAN VEPRIMI 2024.pdf
10. EVIDENCA 10 - PLANI STRATEGJIK I ZHVILLIMIT 2024-2029.pdf
11. EVIDENCA 11 PLANI KËRKIMOR ARTISTIK PER DEPARTAMENTIN E KOZMETOLOGJISE.pdf
12. EVIDENCA 12 - PLANI KËRKIMOR ARTISTIK PËR DEPARTAMENTIN E ESTETIKËS.pdf
13. EVIDENCA 13 - BUXHETI I VJEÇAR.pdf
14. EVIDENCA 14 - BUXHETI AFATMESEM.pdf
15. EVIDENCA 15 - REALIZIMI I BUXHETIT.pdf
16. EVIDENCA 15.1 - PASQYRAT FINANCIARE.pdf
17. EVIDENCA 15.2 VERTETIM DETYRIMESH.pdf
18. EVIDENCA 16 - TARIFAT E SHKOLLIMIT.pdf
19. EVIDENCA 17 - POLITIKAT DHE PROCEDURAT E MENAXHIMIT FINANCIAR KONTROLLI BUXHETOR DH AUDITIMI I BRENDSEHM.pdf
20. EVIDENCA 18 - STAFI AKADEMIK.pdf
21. EVIDENCA 19 - PROGRAMI I STUDIMIT 2020-2021. 2021-2022. 2022-2023. 2023-2024 FORMAT NR.2.pdf
22. EVIDENCA 20 - KONTRATA INDIVIDUALE E PUNES PER PERSONELIN AKADEMIK ME KOHE TE PLOTE (MODEL).pdf
23. EVIDENCA 20.1 - KONTRATE INDIVIDUALE PUNE ME KOHE TE PJESHME (MODEL).pdf
24. EVIDENCA 21 - KONTRATE SHERBIMI ME STUDENTET (MODEL).pdf
25. EVIDENCA 22 - GUIDA STUDENTORE.pdf
26. EVIDENCA 23 - REGULLORE E SIGURIMIT TË BRENDSEHM TË CILËSISË.pdf
27. EVIDENCA 24 - FORMULAR PËR VETËVLERËSIMIN (NJSBC).pdf
28. EVIDENCA 25 - FORMULAR I VLERËSIMIT TË PERFORMANCËS SË PERSONELIT AKADEMIK (NJSBC).pdf
29. EVIDENCA 26 - PYETËSOR I STUDENTËVE-MODEL (NJSBC).pdf
30. EVIDENCA 27 - RAPORT I BRENDSEHM I VLERËSIMIT TË CILËSISË 2021-2022. 2022-2023. 2023-2024 (NJSBC).pdf
31. EVIDENCA 28 - KONTRATË QIRAJE.pdf
32. EVIDENCA 29 - PLANIMETRIA.pdf
33. EVIDENCA 30 - AKT MIRATIMI HIGJIENO-SANITAR.pdf
34. EVIDENCA 31 - CERTIFIKATA E MBROJTJES NGA ZJARRI.pdf
35. EVIDENCA 33 - FORMULAR APLIKIMI PËR BURSË.pdf


Bemiza Stavre




35. EVIDENCA 34 - DOKUMENTACION PËR REGJISTRIM STUDENTI.pdf
36. EVIDENCA 35 - RREGULLORE E SEKRETARISË MËSIMORE.pdf
37. EVIDENCA 36 - RREGULLORE E PRANIMEVE.pdf
38. EVIDENCA 37 - POLITIKAT E MARRJES, GRUMBULLIMIT DHE TRANSFERIMIT TE KREDITEVE.pdf
39. EVIDENCA 38 - RREGULLORE E PROVIMEVE.pdf
40. EVIDENCA 39 - WEB PAGE.EMAIL.YOUTUBE.INSTAGRAM.FACEBOOK.LINKEDIN.TIK TOK.pdf
41. EVIDENCA 40 - SIGURACIONI I STUDENTËVE.pdf
42. EVIDENCA 41 - LISTA E PROGRAMEVE TE STUDIMIT FORMAT NR.1-
.LISTA E STUDENTËVE.pdf
43. EVIDENCA 42 - POLITIKAT DHE PROCEDURAT E MENAXHIMIT TË BURIMEVE NJERËZORE (MBNJ).pdf
44. EVIDENCA 43 - PROCEDURA E PUNËSIMIT (MODEL).pdf EVIDENCA 44 -
KËRKESË PËR INFORMACION.pdf
45. EVIDENCA 45 - RREGULLORE E ARKIVËS.pdf
46. EVIDENCA 46 - RREGULLORE E BIBLIOTEKËS.pdf
47. EVIDENCA 47 - LIBREZË ANËTARËSIE.pdf
48. EVIDENCA 48 - RREGULLORE E KËSHILLIT TË ETIKËS.pdf
49. EVIDENCA 49 - KODI I ETIKËS.pdf
50. EVIDENCA 50 - RREGULLAT COVID-19 NË PËRDORIMIN E AMBJENTEVE
TË KPL TESS.pdf
51. EVIDENCA 51 - PLANI MËSIMOR.pdf
52. EVIDENCA 52 - KUADRI I FORMIMIT.pdf
53. EVIDENCA 53 - SYLLABUS (MODEL).pdf
54. EVIDENCA 54 - RAPORTIMI VJETOR 2020-2021. 2021-2022. 2022-2023.pdf
55. EVIDENCA 55 - RAPORTIMI VJETOR 2023-2024 (DRAFT).pdf
56. EVIDENCA 56 - PËRMBLEDHJE E AKTIVITETEVE.pdf
57. EVIDENCA 57 - PROGRAMI I DITËVE TË HAPURA NË KPL TESS - VITI
AKADEMIK 2024-2025.pdf
58. EVIDENCA 58 - PËRMBLEDHJE E TRAJNIMEVE TË ORGANIZUARA.pdf
59. EVIDENCA 59 - SHKRESA E MAS NR.2875.1 DATË 18.07.2023.pdf
60. EVIDENCA 61 - KËSHILLIMI DHE MENTORIMI I STUDENTËVE.pdf
61. EVIDENCA 62 - PYETËSORËT ME ISH STUDENTË PËR PËRGATITJEN E
ANALIZËS SË TREGUT TË PUNËS.pdf
62. EVIDENCA 63 - DOKUMENTI I POLITIKAVE TË PRIVATËSISË.pdf
63. EVIDENCA 64 - LISTA E TITUJVE TË LIBRAVE NË BIBLIOTEKË.pdf

List B: List of Meetings delivered during the review Visit TESS February 6, 2025

M1 Meeting with the Rector

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- | | |
|----|--|
| M2 | Meeting with the Academic Senate/ Administration Board/
Heads of Department |
| M3 | Meeting with Students |
| M4 | Meeting with Academic Staff |
| M5 | Meeting with Administrative and Support Offices |
| M6 | Meeting with Employers and Alumni |
| M7 | Meeting with Institutional Coordinator and SE Team |
| M8 | Tour of the premises |

List C: List of Additional Evidence provided during and after the Reviewers Visit

- | | |
|-------|---|
| ADD_1 | Professional practice evidence |
| ADD_2 | Erasmus+ Brochure |
| ADD_3 | Erasmus TESS |
| ADD_4 | Powerpoint Presentation TESS |
| ADD_5 | Starting procedures for the electronic database |
| ADD_6 | Full practice of decision taking procedures |
| ADD_7 | TESS Market Analysis |

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