Institutional Review of Higher Education Institutions in Albania

Report of the Institutional Review of Professional College of Tirana
April 2017

REVIEW TEAM:

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About this review

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

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

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

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

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

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

The context of this review

The Professional College of Tirana was licensed by the Ministry of Education and Sports as a private higher education institution in 2015 in order to offer higher professional non-college full-time study programmes in information technology and communication; mechatronics, airing and conditioning technology; surveying and construction technology. Market research had identified significant shortages in vocational education, particularly in technical and engineering roles, and the mission of the Professional College of Tirana is to provide its graduates with the necessary skills and knowledge for employment or for progression onto college. The Professional College of Tirana aims to be an important provider of vocational education in Albania, providing a bridge between academic education and professional training.

In September 2015, the Professional College of Tirana enrolled an initial cohort of 69 students studying electronics, electro-mechanics, vehicle technology and airing and conditioning technology. The following year a further five disciplines were offered in Information Technology and Communication, Electronics, Database and Web Design, Mechatronics and Geodesy. In 2017, Technology of Electrical Installation was added to the portfolio.

At the time of this review the College consists of the Department of Electromechanics and the Department of Applied Systems, each supported by an academic coordinator. There are a range of laboratories and workshops and the College is developing a library. The Information and Student Support Office provides services in admissions, student social activities, and careers. The College has 23 full-time (three female and 20 male) and 26 part-time (14 female and 12 male) academic staff. At the time of this review,the College had 273 students (26 female and 247 male) enrolled on ninetwo-year professional diploma programmes.

Summary report

The Professional College of Tirana (the College; PCT) is a private institution with facilities situated in the city centre and has been operating since 2015. At the time of this review, PCT had273 students enrolled on nine two-year professional diploma programmes. The College has 23 full-time and 26part-time academic staff organised into two departments: the Department of Electromechanics and the Department of Applied Systems.

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

The visit took place over two days on the 27 and 28 April 2017. The review team was made up of two senior higher education reviewers from the United Kingdom and one experienced higher education member of staff from an Albanian institution. The review team was supported by the Review Manager and a note-taker provided by the Albanian Public Accreditation Agency for Higher Education (APAAL). The review team received a self-evaluation report and a portfolio of supporting evidence eight weeks in advance of the review visit, later supplemented by additional documentation requested. A wide range of supporting information provided by the College enabled the team to familiarise themselves with the structure, policies, management procedures and nature of teaching and vocational activity undertaken. Evidence included the Statue of the College, Academic Regulations, an Annual Report, admission and orientation procedures, a list of external agreements, examples of programme information and evidence of deliberative meetings.

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

The Standards for the Organisation and its Management arefully met.In reaching this judgement, the review team did not record any features of good practice; it did not identify any weaknesses nor any actions already in progress. PCT's governance and regulatory frameworks are designed to align with national legal requirements for higher education institutions. The College Statute sets out its mission, and internal organisation and management structures. Arrangements for the management and administration of the College, and for collegial decisionmaking, take account of legal expectations, work appropriately, and are understood by staff at all levels. Academic Senate has formed a working group which is developing proposals to amend the Statute and regulations to take account of the new higher education law. The social and economic development of Albania is an underpinning principle of the 2015-2020 College Development Strategy and the College has an established network of partners at national and regional level, including local businesses, public bodies and higher education institutions. The College is registered with relevant European authorities, although its current status prohibits the College from benefiting from European programmes. An Internal Quality Assurance Unit is responsible for the internal evaluation of academic and administrative activity and has undertaken a wide range of audit and monitoring projects to ensure that implementation is effective.Additionally, external academic and subject-specific consultants participate in internal monitoring and evaluation activities.

The Standards for Resourcing arefully met. In reaching this judgement, the review team recorded two features of good practice; it did not identify any weaknesses nor affirm any

actions already in progress. PCT pursues clear and open human resource policies covering the recruitment and employment of staff,which meet regulatory requirements. Policies and procedures support and guide effectively the recruitment of appropriately qualified full and part-time staff to meet the College's academic and administration requirements. PCT has appropriate procedures for assessing the effectiveness of its academic staff. The appraisal process is based on a combination of evaluation of teaching delivery throughout the academic year by lecturers' line managers and an analysis of student questionnaires on teaching quality. The College places a strong emphasis on the professional development of academic staff and bespoke training sessions are delivered by an external consultant from the company that has supplied laboratory and workshop equipment. The College has established an effective system for its financial management, and the preparation of the annual budget takes full account of the law for higher education and College regulations. PCT has an integrated information system underpinned by a Communication Policy. The College has purchased a software package to manage student information, which includes the admissions process, learning and teaching materials, e-text books, teaching timetables, assessment information and a host of other information relevant to their time at the College. The level of integration of the College information systems achieved through the purchased software package, which enables easy access to a wide range of information on a secure mobile platform,is considered to be a feature of good practice. The existing infrastructure, experienced and qualified academic staff, laboratories equipped with modern equipment and appropriate connections to the labour market help to ensure that all College activities are undertaken effectively. The College has built a strong sense of community and integration in its staff and students. Students greatly appreciate the benefits of comprehensive health insurance cover, which the reviewers consider to be a feature of good practice.

The Standards for the Curriculum arefully met. In reaching this judgement, the review team recorded onefeature of good practice; it did not identify any weaknesses nor affirm any actions already in progress. PCT has a clear mission for the provision of vocational education and training to meet the needs of employers and the economy in Albania and currently offers nine licensed two-year full-time vocational diploma programmes. Admissions are managed by the Information and Student Support Office in accordance with the College's admissions and communications policies. The Senate provides oversight of educational programmes, and the units and credits for each programme are clearly laid out and understood by students. Curricula include a mix of theory and practice, including laboratory-based and practice learning and students feel that the balance between theory and practice is about right. The curricula develop technical and professional competences by building on theory in a series of practical scenarios starting with simulation, then moving onto laboratories followed by workshops and culminating in professional practice placements. Students are encouraged to participate in a variety of enrichment activities including Innovation Club, 3D printing and Drone. They also have the opportunity to work directly with industry on a range of projects. The College has the staffing required to deliver its programmes, employing 23 full-time and 11part-time academic staff, with a mix of experienced academic staff and staff from industry. The review team considers the delivery of innovative practice-based curricula that meet the needs of industry and graduates to be good practice.

The Standards for Teaching, Learning, Assessment and Research arefully met.
In reaching this judgement, the review team recorded onefeature of good practice; it did not identify any weaknesses nor affirm any actions already in progress. Mechanisms are in place to manage the quality and standards of teaching to meet the required quality standards. Departments are responsible for the efficient management of programmes, producing syllabi, semester schedules and examination questions. Study programmes are subject to continuous improvement through a process of annual review that forms part of a review of each of the programmes that includes consideration of labour market intelligence.The College has an extensive range of high quality laboratories and workshops

and the review team regards their provision in support of the delivery of the curriculum as good practice. Students also undertake a practice placement. Assessment requirements and regulations are set out in the Statute and academic regulations in compliance with the quality standard. In accordance with the Statute and under the auspices of the Internal Quality Assurance Unit, PCT uses procedures for the assessment and monitoring of its teaching processes. These include student assessment, teaching appraisal, questionnaires and analysis of student performance. During the review, students described changes to teaching provision in response to their feedback through the questionnaires, and recognised that their voice informed changes and improvements in the delivery of learning and teaching.The internal quality assurance team observes teaching and prepares an assessment report based on information collected in the surveys, peer observation and head of department observation. The reports are then considered by the relevant head of department, who prepares a summary of the evaluation and sets out the goals for the prospective academic year. PCT provides level 5 qualifications with a focus on preparing professionals and specialists, with the title 'Technics'. Therefore, genuine scientific research is not part of its policies. However, a commitment is made to research within the College objectives, expressed within the Statute, and research and the commitment to staff capacity building are part of the undertakings made in the bilateral agreements with other HEIs.

The Standards for Students and their Support are substantially met. In reaching this judgement, the review team did not record any features of good practice and the review team did not affirm any actions already in progress. However, the review team has made three recommendations for the University to consider as a means of further securing the quality and standard of its programmes and of further enhancing the learning experience of its students.The admission of students to programmes is managed in line with the regulations set out by the Ministry of Education and Sport and set out in the College Statute and regulations. The Information and Student Support Office coordinates all marketing and communications in accordance with the Communication Policy. Students are provided with a comprehensive student handbook and students told the review team that they had received detailed information about the syllabus. Currently, the facilities are not readily accessible to students with physical disabilities. Restricted access to all teaching facilities is considered a weakness and it is recommended that the College takes action to make the campus fully accessible for students with physical disabilities.

The library is in its early stages of development and while the College is taking steps to enhance this, there is no clear plan that is guiding its development. The review team considers the current literature provided to the students in hardcopy and electronic form in the library as a weakness and it is recommended that the College articulates and implements a clear plan for the development of the library to secure sufficient provision of hardcopy and online literature. A good level of support is provided to students. Tutoring and academic counselling is set out in regulations and accessis provided to detailed programme information through the intranet along with lecture notes and course materials. A recently formed Student Council provides feedback on behalf of the student body. However, the Student Council does not have access to its own financial resources.The review team considers this to be a weakness and it is recommended that the College allocates financial resources to the Student Council. PCT has a clear mission for the provision of vocational programmes to meet the needs of employers and the economy. Although no students have graduated, students and employers are confident that graduates will have the skills and knowledge required for immediate employment. Currently, the Information and Student Support Office has a role in supporting students into employment and there are plans to establish a Careers Office in the near future.

In reaching these judgements, the review team has recorded four areas of good practice that the College may wish to build on and disseminate across the Albanian higher education sector. The review team has made three recommendations for the College to consider as a

means of further securing the quality and standards of its programmes and of further enhancing the learning experience of its students.

PCT undertook the review in accordance with APAAL guidelines. The review team acknowledges the College's level of engagement with the process and the cooperation provided to the review team throughout the visit phase. The review team consisted of Ms Penny Renwick (Lead Reviewer), Dr Gjergj Thomai and Mr Grant Horsburgh (External Reviewers).

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

Summary of findings

Good practice

The review team identified the following features of good practice:

- the comprehensive indemnity insurance contract in place that provides all registered students with complimentary cover for accident, health, diagnostic care and all other medical support deemed necessary by their physician(paragraph 2.2; ***Chapter III Standard IV.2***)
- the level of integration of the College information systems achieved through the purchased software package that enables easy access by entitled staff and students to a wide range of information on a secure mobile platform(paragraph 2.5; ***Chapter III Standard VII.1***).
- the delivery of innovative practice-based curricula that meet the needs of industry and graduates(paragraph 3.12; ***Chapter I Standard I.12***)
- the extensive range of high quality laboratory and workshops to support the delivery of the curriculum(paragraph 4.1; ***Chapter I Standard II.1***).

Weaknesses

The review team identified the following weaknesses:

- the restricted access to all teaching facilities for students with physical disabilities(paragraph 5.4; ***Chapter I Standard III.4***)
- the current literature provided to the students in hardcopy and electronic form in the library(paragraph 5.5;***Chapter I Standard III.5***)
- thatthe Student Council does not have access to its own financial resources(paragraph 5.7; ***Chapter I Standard III.7***).

Recommendations

The review team made the following recommendation for immediate attention:

- articulateand implement a clear plan for the development of the library to secure sufficient provision of hardcopy and online literature(paragraph 5.5; ***Chapter I Standard III.5***).

The review team made other recommendations:

- make the campus fully accessible for students with physical disabilities (paragraph 5.4; ***Chapter I Standard III.4***)
- allocate financial resources to the Student Council(Paragraph 5.7; ***Chapter I Standard III.7***).

Affirmation of action being taken

The review team did not make any affirmations.

Summary of judgements for each Evaluation Area

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

Summary judgement

The reviewers recommend to the Accreditation Council that at the Professional College of Tirana, the State Quality Standards are fully met.

Detailed report

Evaluation Area 1: The Organisation and its Management

1.1   PCT's governance and regulatory frameworks are designed to align with national legal requirements for higher education institutions. **[SER p.8; 2; 6; 7; 8; 36; 38; 40; AE1]**The Statute sets out the College mission and internal organisation and management structures. **[2]** Individual and formal board responsibilities are also defined in College regulations. **[6]** The College amends and changes its Statute and regulations as required. **[AE2; AE3; AE24]** Academic Senate has formed a working group which is developing proposals to amend the Statute and regulations to take account of the new higher education law. **[M3][Chapter III Standard I.1]**

1.2   The College is organised to secure management efficiency in accordance with Ministry requirements.**[SER pp.9-10; 2; 6; 10]** The flow of information from departments to Senate, and the promulgation of decisions made by Senate to staff and students, is effective. Arrangements for the management and administration of the College, and for collegial decisionmaking, take account of legal expectations, work appropriately and are understood by staff at all levels. There is strong evidence of a clear separation of management responsibilities between academic and administrative matters, the former being overseen by Academic Senate and the latter by the General Assembly. **[SER pp.9-10; 12; AE3; AE5; AE5; AE7; M2; M3; M4][Chapter III Standard I.2]**

1.3   College boards and councils meet regularly and information on agenda items is made available electronically to all staff in advance. **[SER p.10; 11; AE10; M3]** Arrangements for the operation of deliberative councils and boards are understood by staff and students. Students and staff indicated that matters raised by them are given due consideration through constructive and collegial debate by boards and councils and the outcome of such discussion made known to them. **[M4; M5]** Heads of departments are responsible for monitoring the implementation of approved decisions, and the effectiveness of the implementation is monitored and evaluated by the Internal Quality Assurance Unit. **[SER p.10; 13; M2][Chapter III Standard I.3]**

1.4   PCT ensures that the limits of its autonomy are respected and that it operates accordingly within the confines of prevailing laws and regulations. **[SER, pp.10-11]** Self-governance is evident in organisational academic and administrative units, teaching and scientific activities, financial and administrative matters. The Internal Quality Assurance Unit is responsible for supervising, and the internal evaluation of, the management of academic and administrative activity and has undertaken a wide range of audit and monitoring projects to ensure that implementation is effective. **[SER pp.10-11; 13; 15; AE25; AE35; M2; M3; M4]** External academic and subject-specific consultants participate in internal monitoring and evaluation activities. **[SER pp.10-11; 16; M2; M3; M4]**While its current status prohibits the College from benefiting from European programmes, the College is registered with relevant European authorities. **[SER p.11; 16; M2; M3; M4] [Chapter III Standard I.4]**

1.5   The College has an appropriate development strategy for the period 2015-2020, which has been approved by Senate. **[SER p.11; 5; 17]** The Strategy takes full account of the College vision, mission, priorities and objectives. The drafting process included input from department councils and the Student Council. **[SER p.11; M2; M3][Chapter III Standard I.5]**

1.6   The annual report to the Ministry covers a widerange of academic and

administrative topics in accordance with mandatory requirements. The drafting process is informed by internal evaluation and self-assessment reports on department and study programme activities, compiled regularly by the Internal Quality Assurance Unit. **[SER pp.11-12; 8; 23; 24; M2; M3]** The final report is made available to relevant boards and committees College-wide and is available freely to staff and students through the College website. **[M2; M3; M4][Chapter III Standard I.6]**

1.7   College departments are organised in accordance with the legal requirements for a private higher education institution. **[SER pp.12-13; 2; M1; M2]** Management, executive, and administrative structures are separate from academic structures, academic staff are qualified appropriately and exercise autonomy and academic freedom in all academic activities. The College has an official website and offers professional vocational programmes designed to meet the needs of the local and regional labour markets. **[SER pp.12-13; HEI info on APAAL site; M2; M3; M4; M5; M6] [Chapter III Standard II.1]**

1.8   The social and economic development of Albania is an underpinning principle of the College Development Strategy and the College has an established network of partners at national and regional level including local businesses, public bodies and higher education institutions. **[SER pp.14-16; 5]** In addition, the College has 14 agreements in place with businesses throughout Albania that enable students to undertake professional practice placements. Academic staff, business representatives and placement providers indicated that there are strong links between local and regional organisations and departments and programmes. **[SER pp.14-16; 24; 25]** This, and market research undertaken at institutional level, enables departments and programmes to be informed appropriately on regional economic development opportunities. **[SER pp.14-16; AE11; AE12; AE13; AE26; M3; M4; M6]** The College will hold its first graduation for students in June 2017 and the intention is to form an alumni association to monitor the employment of its graduates. **[SER p.15; M4; M5][Chapter III Standard III.1, Chapter III Standard III.2, Chapter III Standard III.3]**

1.9   The College has four agreements in place with higher education institutions to support staff and student mobility opportunities. **[SER p.16; 22 (Albanian)]** However, at the time of the review, due primarily to the short time that the College has been in operation, neither staff nor students have participated. **[SER p.16]** At the time of the review the College did not employ any foreign teaching staff, nor were there any foreign students registered on its programmes,and the review team suggests that the College addresses thisarea of underperformance in the near future. **[HEI info on APAAL site; AE 16] [Chapter III Standard III.4]**

Judgement

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

Findings

Good practice

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

Weaknesses

The review team did not identify any weaknesses.

Recommendations

The review team did not make any recommendations.

Affirmation of action being taken

The review team did not make any affirmations.

Judgement

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

Evaluation Area 2: Resourcing

2.1   PCT pursues clear and open human resource policies covering the recruitment and employment of staff, which meet regulatory requirements. Policy and proceduressupportand guide effectively the recruitment of appropriately qualified full and part-time staff to meet the College's academic and administration requirements. **[SER pp.18-19; 2; 6; 26; 28 (in Albanian)]** There is a clear organisational structure that is published on the College website. **[10]**Academic staff are recruited as required to meet teaching workloads within the departments, with priority being given to suitably qualified applicants from Western institutions. The College accepts applications from staff throughout the year but the selection process does not start until September annually. **[SER p.18; 2; 6; 26; M4] [Chapter III Standard IV.1, Chapter III Standard II.2]**

2.2   The College has built a strong sense of community and integration among its staff and students. **[SER p.19]** Staff and students confirmed that centrallyorganised joint activities, including attendance at recruitment fairs, social events and sports competitions, have helped to ensure that they are integrated fully into the College community. **[SER p.19; 21 & 31 (in Albanian); 32; M3; M4; M5]** The College has a comprehensive indemnity insurance contract in place that provides all registered students with complimentary cover for accident,health, diagnostic care and all other medical support deemed necessary by their physician. **[AE40; M4;M5]** Students appreciate greatly the benefits of this comprehensive health insurance cover, which the reviewers consider to be a feature of **good practice**. **[Chapter III Standard IV.2, Chapter III Standard IV.4]**

2.3   PCT has appropriate procedures for assessing the effectiveness of its academic staff. **[SER pp.19-20; 2; 26]** The appraisal process is based on a combination of evaluation of teaching delivery throughout the academic year by lecturers' line managers and an analysis of student questionnaires on teaching quality. **[SER pp.19-20; 33; M2; M3; M4; M5]** Senior professional staff indicated that an appraisal process for administrative staff is currently under development. **[M4]** The College places a strong emphasis on the professional development of academic staff as a means of ensuring currency in their vocational disciplines. Bespoke training sessions for staff are delivered each quarter by an external consultant from the company that has supplied the specialist laboratory and workshop equipment designed to enable students to test their theoretical learning in practice. **[SER pp.19-20; 33; AE15; AE19][Chapter III Standard IV.3]**

2.4   The College has established an effective system for its financial management and the preparation of the annual budget takes full account of the law for higher education and College regulations. **[SER pp.20-21; 2; AE27; M4]**As the College is a non-public higher education institution, the General Assembly of KPT SHPK, the commercialorganisation that guarantees the financial stability of the College, approves the College budgetannually. **[SER pp.20-21; M4]** Academic department budgets, based on student recruitment figures agreed with the Ministry, are submitted for approval by the Administrator before being considered by the General Assembly. The Finance Office oversees the implementation of the approved budget. **[M4]** Senior academic staff indicated that applications for additional funding can be made to the Finance Office throughout the academic year to meet identified large-scale purchases to support teaching. Administrative departments are subject to the same rules as their academic colleagues. **[M4; M8]** In keeping with regulatory and legal requirements, PCT is subject to a variety of internal and external audit processes including High State Audit and Ministry audit. **[SER p.20; AE17][Chapter III Standard VI.2, Chapter III Standard VI.3, Chapter III, Standard VI.1]**

2.5   PCT has an integrated information system underpinned by a Communication Policy.**[SER pp.22-23; 38; 39; 40; 41; AE28; AE29]**The College has purchased a software

package to manage student information, which includes the admissions process, learning and teaching materials, e-text books, teaching timetables, assessment information and a host of other information relevant to their time at the College. In addition, student and staff email systems are integrated fully with the system, as is the lecturing staff portal and the College virtual learning environment. Users are able to access information to which they are entitled securely using personal passwords, and the system has been designed to enable staff and students to access their information securely from mobile devices. **[SER pp.22&23; 38, 39; 40; 41; AE28; AE29; M4; M8; Classter system demonstration]** Students and staff spoke enthusiastically about the capabilities of the integrated information management system. **[M5; M7; M8]** The level of integration of the College information systems achieved through the purchased software package, which enables easy access by entitled staff and students to a wide range of information on a secure mobile platform, is considered by the reviewers to be a feature of **good practice**. **[Chapter III Standard VII.1]**

2.6   The College has an appropriate information technology infrastructure which meets the needs of staff and students. Internet and Wi-Fi are widely available throughout the College. There are a wide variety of practice laboratories which are equipped with modern specialist equipment to support student learning. In addition, lecture rooms are equipped with modern electronic teaching aids and there is an adequate number of computer stations in teaching rooms to meet students' learning needs. At the time of the review the College did not provide distance learning programmes. **[SER p.23; 41; learning resource tour; M5; M8] [Chapter III Standard VII.2]**

2.7   PCT has an approved Estate Management Policy thatclearly sets out the management roles and responsibilities in relation to College real estate. **[SER p.23; 42; 43]** The College is housed in a former industrial building that occupies four floors. Plans are in place to expand teaching facilities within the current building and to install a lift to enable less mobile students to gain access to all teaching floors, as at the time of the review such students can only access the ground floor. **[M1; M2; M3; M4; M5; M8; learning resource tour]** While the College currently provides appropriate facilities and infrastructure for academic activity and to support its vocational programmes, the review team have made a recommendation under Students and their Support to make the campus fully accessible for students with physical disabilities.**[Chapter III Standard VII.3, Chapter III Standard VII.5, Chapter III Standard V.1]**

2.8   As a relatively new institution the College has not yet fully developed its academic and scientific heritage and culture. **[SER p.24]** However, PCT ensures the development of its culture by preserving syllabi and relevant literature for all study programmes, publications and textbooks written by full-time academic staff in the library, in accordance with Albanian law. **[SER p.24; AE37; AE38; M2; M3; M7; learning resource tour] [Chapter IIIStandard VII.4]**

2.9   The College Development Strategy is designed to ensure that its programmes continue to provide a contemporary curriculum that is market-oriented. **[SER pp.24-25; 5; AE18]**The existing infrastructure, experienced and qualified academic staff, laboratories equipped with modern equipment and appropriate connections to the labour market help to ensure that all College activities are undertaken effectively. **[M1; M2; M3; M4; M5; M6; M7; M8; learning resource tour] [Chapter III Standard VII.6]**

2.10   The College registers and preserves all official documents in accordance with legal expectations. **[SER pp.25-26; 43; AE30; AE31; AE32]** The Academic Secretary, Protocol and Archive, Human Resource and Contract offices hold individual responsibility for the preservation of relevant documentation in hard copy and electronically. **[2; 44]** The College's integrated information management system is used to collect and store material electronically. The Human Resource office is responsible for managing student personal

information and, as noted in paragraph 2.5, this includes an impressive range of personal data on each student that is accessible on a secure and mobile electronic platform. **[39; AE28; AE29; M4; M8; Classter system demonstration][Chapter III Standard V.2]**

Judgement

The Standards for Resourcing are fully met.

Findings

Good practice

The review team identified the following features of good practice:

- the comprehensive indemnity insurance contract in place that provides all registered students with complimentary cover for accident, health, diagnostic care and all other medical support deemed necessary by their physician (paragraph 2.2;*Chapter IIIStandard IV.4*).
- the level of integration of the College information systems, achieved through the purchased software package,that enables easy access by entitled staff and students to a wide range of information on a secure mobile platform (paragraph 2.5; *Chapter IIIStandard VII.1*).

Weaknesses

The review team did not identify any weaknesses.

Recommendations

The review team did not make any recommendations.

Affirmation of action being taken

The review team did not make any affirmations.

Judgement

The Standards for Resourcing are fully met.

Evaluation Area 3: The Curriculum

3.1   PCT offers nine licensed full-time vocational diploma programmes with 120 ECTS credits, as set out in its Statute and regulations.**[SER p.27; 2;6;HEI info on APAAL site; AE21; M1]**Admission to the programmes is laid out in the Statute and the regulations and there is a formal Admissions Policy.**[SER p.39; 2;6;54]**Programmes have their own specific admissions requirements.**[SER p.28; 7]**The Information and Student Support Office manages admissions processes.**[SER p.39; 2; AE39; M4]** A Communication Policy sets out arrangements for the provision of information and for the organisation of fairs and tours.**[SER p.39; 38]** To raise awareness of the programmes offered by the College, PCT engages with high schools in coordination and collaboration with the Regional Education Directorates. **[SER p.27, p.39; AE14]**Currently, only 9.5 per cent of the student population is female.**[AE22][Chapter I Standard I.1]**

3.2   One of PCT's strategic priorities is to develop lifelong learning.**[5; M1]** However, all programmes are currently full-time, although the College does work in partnership to provide an additional training certificate.**[SER p.28; 52; AE21;HEI info on APAAL site][Chapter I Standard I.2]**

3.3   PCT has a clear and comprehensive Development Strategy that provides the context for itscurrent provision.**[SER p.29; 5]** It has a clear mission for the provision of vocational programmes to meet the needs of employers and the economy, and staff and employers confirm that programmes are aligned with the labour market.**[SER p.29; 2; AE11; AE18; APAAL Staff Survey; M1; M2; M3; M6]**Programmes have clearly specified aims and objectives that are understood by the students.**[SER p.28; 7;53; M5] [Chapter I Standard I.3]**

3.4   The PCT Development Strategy makes a powerful commitment to meeting the needs of business and the economy.**[SER p.29; 5]** PCT collaborates with forums and activities with other HEIs and staff confirm these collaborations.**[SER p.29; 22; APAAL Staff Survey; AE12; M1; M3]**Currently, PCT has cooperation agreements with 14 employers. **[25; M1; M2; M3; M6]**English is taught in the first year.**[SER p.29; AE21][Chapter I Standard I.4]**

3.5   PCT has the infrastructure required to deliver its programmes,**[SER p.29; 43; 41;59; M1; M4; M5]**employing 23 full-time and 11-part time academic staff, with a mix of experienced academic staff, virtually all of whom hold postgraduate qualifications, together with staff from industry; some staff have worked overseas.**[1;62; APAAL Staff Survey; M1; M2]** The College also employs a number of technicians to support the laboratories and workshops.**[learning resource tour]**PCT sets out clear expectations of academic staff within a written contract and staff are engaged in a wide variety of development activities.**[SER p.30; 30; 52; AE19; APAAL Staff Survey][Chapter I Standard I.5]**

3.6   The Senate provides oversight of the educational programmes.**[2;6]** The units and credits for each programme are clearly laid out and understood by students.**[46;47; AE21; M5]** The College uses an integrated information management system to communicate with the students and they told us that this works well.**[AE28 & 29; M5]** Admissions criteria are clearly documented. **[SER p.30; 54][Chapter I Standard I.6]**

3.7   The College currently offers only two-year vocational diploma programmes that are designed to prepare graduates for employment or for further study, but to date there are no graduates.**[SER p.27, 30; 2;6;HEI info on APAAL site; AE21; M1; M2]**Programmes provide students with basic knowledge in scientific methods and principles and include

practice placements. **[SER p.30; 8;51;53;46;47;M5]**Students have access to an extensive range of laboratories, and students and staff report satisfaction with the facilities.**[35;41;43;59; APAAL Student Survey; APAAL Staff Survey; M5]**Provision is made for the transfer of students and this is communicated in the student handbook.**[SER p.31; 6;55; 64]**The employers and students whom the team met during the review spoke confidently about the employment prospects of the graduates.**[M5; M6][Chapter I Standard I.7]**

3.8 The Information and Student Support Office plays an important role in student orientation.**[SER p.31; 2; 6;AE50]** There is clear regulation of academic tutoring and counselling and students have an allocated hour each week with their tutor. Students report that staff are readily available and that they provide a high standard of advice.**[SER p.31;56;67; APAAL Student Survey; M5]**Curricula include a mix of theory and practice, including laboratory-based and practice learning, and students feel that the balance between theory and practice is about right.**[46;47;53; M2; M5]** The staff employed by the College are a mix of experienced academics and technical specialists.**[M1; M3]**At least 80 per cent of teaching is conducted by full-time academic staff.**[SER p.31; 57][Chapter I Standard I.8]**

3.9 Chapter 1, Standard 1.9 is not applicable.**[Chapter I Standard I.9]**

3.10 The programmes are full-time, and are expressed in accordance with the Bologna Process and set out in the College regulations. Curricula are organised into modules and credits awarded under the European Credit Accumulation and Transfer System.**[SER p.32; 2;6;51; 53; M1]** English language is part of the curriculum.**[SER p.32;46;47; AE21; M2]** The College aims to become involved in Erasmus+ and a collaboration agreement has been signed with a Greek university to assist with international cooperation, including staff and student mobility.**[24; M1; M6]**Procedures are in place for the transfer of students.**[SER p.31; 55]** The College has not yet reached the point where it issues diplomas to its graduates, but these will be issued by the Academic Secretary. **[M1; M8][Chapter I Standard I.10]**

3.11 The programmes provide students with basic knowledge, scientific methods and principles;students progressively develop technical and professional skills and undertake a practice placement in the second year. **[SER p.30; 8;51; 53;46;47; M1; M2; M5; M6]** Students have access to a range of industry-standard laboratories and report satisfaction with the facilities.**[41; 43; 59; APAAL Student Survey; M6]** Additionally, students are encouraged to participate in a variety of enrichment activities including Innovation Club, 3D printing and Drone.**[SER p.32; 58;52; http://kolegjiprofesional.edu.al/web/?lang=en website accessed 8.4.17]**PCT encourages student participation in institutional life **[SER p.31; 58;68]** and there are opportunities for staff and students to be involved in shared social activities such as a football championship or trips.**[SER p.31; 32; M4; M5][Chapter I Standard I.11]**

3.12 The College has a clear mission for the provision of vocational programmes to meet the needs of employers and the economy in Albania.**[SER p.29; 2; M1; M2]**The PCT Development Strategy makes a powerful commitment to meeting the needs of business and the economy.**[SER p.29; 5; AE11]** Students develop a variety of work skills and competences and the professional practice component of their programme is mandatory.**[SER p.33; 6;8; M2; M7]**Students have the opportunity to work directly with industry on a range of projects **[learning resources tour]**.The curriculum builds technical and professional competences by building on theory in a series of practical scenarios starting with simulation, then moving onto laboratories,followed by workshops and culminating in professional practice placements, and academic staff attest to the innovation of the practice-based curricula delivered by the Collegethat meet the needs of industry and graduates. **[M5; M6; M7; learning resources tour]** The review team considers this to be **good practice**. The laboratory facilities of the College provide students with the resources

they need to develop technical and professional skills.**[59; M5; M6; M7; learning resources tour]** Currently, PCT has cooperation agreements with 14 employers and staff confirm that there are excellent relationships with the labour market and employers.**[25; APAAL Staff Survey; M1; M2; M6]** The students met during the review were confident about the employability skills they are developing and are optimistic about their future employment prospects.**[M5]** The Information and Student Support Office plays a role in careers, and students are satisfied with their provision and the information provided.**[SER p.31; 2;6; APAAL student survey]** Students report satisfaction with the competences they have developed.**[APAAL Student Survey; M5] [Chapter I Standard I.12]**

Judgement

The Standards for the Curriculum are fully met.

Findings

Good practice

The review team identified the following feature of good practice:

- The delivery of innovative practice-based curricula that meet the needs of industry and graduates(paragraph 3.12; *Chapter I Standard I.12*).

Weaknesses

The review team did not identify any weaknesses.

Recommendations

The review team did not make any recommendations.

Affirmation of action being taken

The review team did not make any affirmations.

Judgement

The Standards for the Curriculum are fully met.

Evaluation Area 4: Teaching, Learning, Assessment and Research

4.1   Mechanisms are in place to manage the quality and standards of teaching to meet the required quality standards. The College's provision is described in hard copy and online documentation, available through the website.**[SER p.34; 2; 6; 46; 47; Website: http://kolegjiprofesional.edu.al/web/teknologji-informacioni-dhe-komunikimi/?lang=en]**Departments are responsible for the efficient management of programmes, producing syllabi, semester schedules and examination questions.**[SER p.34; 2; 6]**The College has an extensive range of high quality laboratories and workshops,and the review team regards their provision in support of the delivery of the curriculum as **good practice**. Students also undertake a practice placement.**[SER p.34; 59; learning resources tour; M5; M6; M7; M8]**Study programmes are subject to continuous improvement through a process of annual review that forms part of a review of each of the programmes.Programme review includes consideration of the labour market intelligence.**[SER p.34; 18; AE11, M1; M2] [Chapter I Standard II.1]**

4.2   Assessment requirements and regulations are set out in the Statute and Academic Regulations, in compliance with the quality standard. **[SER p.35; 2, 6; M1; M2]**Exam questions are approved by heads of department, and exam results and student profiles of achievement are kept by academic secretaries, and released to students through a confidential online system. It is set out in the regulations that a studentcan make an academic appeal addressed to their head of department, who establishes a three-person commission to determine its merit. The students whom the team met during the review spoke positively about the feedback they receive on their examinations.**[SER p.35; 6; 7; 53; 60; M5; M8] [Chapter I Standard II.2]**

4.3   In accordance with the Statute, and under the auspices of the Internal Quality Assurance Unit, PCT uses formal procedures for the assessment and monitoring of its teaching process. These include student assessment, teaching appraisal, questionnaires and analysis of student performance. **[SER p.35; 2;6; 15;61; M1; M5]**Students are surveyed for their opinion of their programme by way of a questionnaireat the end of each semester.The data are then analysed for each programme and considered at departmental and Senate level.**[SER p.35; 2; 6; 61; M2]**During the review, students described changes to teaching provision in response to their feedback through the questionnaires, and recognised that their voice informed changes and improvements in the delivery of learning and teaching.**[33; M2; M5; M7; M8][Chapter I Standard II.3]**

4.4   The internal quality assurance team observes teaching and prepares an assessment report based on information collected in the surveys, peer observation and head of department observation. The reports are then considered by the relevant head of department, who prepares a summary of the evaluation and sets out the goals for the prospective academic year. **[SER p.35; 13; 15; M2; M7]**Additionally, staff workloads are kept under review. **[57; M7][Chapter I Standard II.4]**

4.5   PCT provides level 5 qualifications with a focus on preparing professionals and specialists with the title 'Technics'. Therefore, genuine scientific research is not part of itspolicies.**[SER p.38]** However, a commitment is made to research within the College objectives expressed within the Statute, and research and the commitment to staff capacity building are part of the undertakings made in the bilateral agreements with other HEIs.**[SER p.37; 2, AE12]**The College is working to build contacts with academic partners in order to cooperate with them and so participate in the Erasmus Mundus programmes that support research activity, staff and student mobility.**[M1; M3; M7][Chapter II Standard I.1 – I.8]**

4.6   Operating within a context where the College provides level 5 qualifications for technical specialists and so acknowledging that scientific research is not part of PCT's policies the review team concludes that the Standards for Teaching, Learning, Assessment and Research are fully met.

Findings

Good Practice

The review team identified the following feature of good practice:

- the extensive range of high quality laboratories and workshops to support the delivery of the curriculum (paragraph 4.1; *Chapter I Standard II.1*).

Weaknesses

The review team did not identify any weaknesses.

Recommendations

The review team did not make any recommendations.

Affirmation of action being taken

The review team did not make any affirmations.

Judgement

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

Evaluation Area 5: Students and their Support

5.1   Admission of students to programmes is managed in line with the regulations set out by the Ministry of Education and Sport, as set out in the College Statute and regulations. Entry requirements are clearly set out in the Admissions Policy.**[SER p.39; 2; 5;6;54]**Planned expansion in student numbers is within the context of staffing and other resources **[M1; M8; learning resources tour]**.Information to prospective students and other stakeholders is provided on the website.**[http://kolegjiprofesional.edu.al/web/teknologji-informacioni-i-pergjithshem/]**Admissions are managed by the Information and Student Support Office that coordinates all marketing and communications in accordance with the Communication Policy, together with tours and onsite meetings.**[SER p.39; 21;31; 38; 50; AE39]** Recently developed systems allow the College to monitor the levels of interest in individual programmes, including levels of activity linked to website information, applications and campus visits**[M8]**.Students whom the review team met during the review told the team that the information they received was clear and accurate and that they were provided with sufficient orientation once they commenced their programme.**[M5][Chapter I Standard III.1]**

5.2   The College has a software package to manage internal student and staff information, including the admissions process. In addition, student and staff email systems are integrated fully with the system. Users are able to access the information to which they are entitledsecurely, using personal passwords in line with the Internet Policy.**[SER p.41; 38;63; AE28; M4; M8; Classter system demonstration]**The personal data of students is stored in the core register.**[SER p.46; 45][Chapter I Standard III.2]**

5.3   Through the Information and Student Support Office, the College has a structure for provision of information and counselling for students. This officeprovides information on acceptance criteria and also makes students aware of the departmental offices and other sources of support.**[SER p.39; learning resources tour]**Students are provided with a comprehensive student handbook, and students told the review team that they had received detailed information about the syllabus and were very clear about their financial obligations before enrolling.**[SER p.42; 64; M5]**The regulations make clear arrangements for student transfers and this is communicated in the student handbook.**[6; 64][Chapter I Standard III.3]**

5.4   The College has a clear and inclusive policy of supporting students from identified groups through the frameworks set out in the Statute and in the Regulations for Disabled Students.**[SER p.42; 2; 65]**The College has also established an attainment scholarship scheme.**[SER p.42; 66]** Currently, the facilities are not readily accessible to students with physical disabilities, as teaching takes place on upper floors and there is no lift. The review team acknowledges that during the review, staff told the team that they would make specific arrangements to accommodate any additional needs of students with a physical disability, but considers the restricted access to all teaching facilities to be a **weakness**.It is therefore **recommended** that the College takes action to make the campus fully accessible for students with physical disabilities.**[learning resources tour; M2; M8][Chapter I Standard III.4]**

5.5   The College is developing its on-campus library and has an identified budget to support this.**[SER p.43; 43; FE2]**During the review, staff acknowledged that library content requires development, as many texts are more relevant to bachelor's-level study.Lecturers tend to use their own books to inform teaching or are in the process of translating extracts from English texts that are more appropriate to the needs of their students.**[M2; M4; M7; M8]** Students told the review team that the library is being enriched and that if they request texts they are then purchased. The opening hours are clear and students can borrow texts for up

to threedays.**[M5]**The majority of texts are stored electronically, and accessiblethrough the integrated online system that has been identified as good practice in Evaluation Area 2.**[SER p.43; M5; M8; Classter demonstration]** However, the College did not provide evidence of a clear strategic plan for the development of the library.**[M2; M3; M7; M8]**The review team considers the current literature provided to the students in hardcopy and electronic form in the library as a **weakness**.It is **recommended** that the College articulates and implements a clear plan for the development of the library to secure sufficient provision of hardcopy and online literature. **[Chapter I Standard III.5]**

5.6   A good level of support is provided to students. Tutoring and academic counselling is set out in regulations.**[SER p.43; 6; 56]**Students are provided with a student handbook.**[64]**An hour per week is available for students to meet with their tutor and students found this to be beneficial. A record of these meetings is kept in a tutorship file.**[67; M5]**Access is provided to detailed programme information through the intranet, along with lecture notes and course materials.**[Classster demonstration]** To ensure sufficient academic support, the College complies with the statutory staff to student ratio of 1:8.**[SER p.40][Chapter I Standard III.6]**

5.7   A recently formed Student Council composed of student representatives, elected annually by their peers, provides feedback on behalf of the student body. **[SER p.44; 2;6;68]** Their representatives serve on Academic Senate, the Board of Ethics, the Internal Quality Assurance Unit and meetings with managing bodies of PCT. **[SER p.44; 2; 68;69]** The student representative on the self-evaluation team was nominated by Student Council members. **[M2]**The Student Council meets weekly to discuss any issues or arrange social events. **[69; M5]** Students and staff spoke of joint social events, such as a football championship that had taken place.**[M3; M5]** However, it was acknowledged that the Student Council does not have access to its own financial resources and the review team considers this to be a **weakness**. It is **recommended** that the College allocates financial resources to the Student Council. **[M3; M5][Chapter I Standard III.7]**

5.8   PCT offers its students access to a number of sporting and social activities, including a football championship and social events. **[SER p.45; 32; M3; M5]** Students also engage with a number of curriculum-related opportunities such as the Innovation club, 3D printing and Drone, and the Innovation Club is supporting the development of the integrated online communication system.**[SER p.45; 58; learning resources tour; M8][Chapter I Standard III.8]**

5.9   PCT has a clear mission for the provision of vocational programmes to meet the needs of employers and the economy, and staff and employers confirm that programmes are aligned with the labour market.**[SER p.29; 2; AE11; AE18; APAAL Staff Survey; M1; M2; M3; 6]**No students have graduated from the College, but students and employers whom the team met were confident that graduates would have the skills and knowledge required for immediate employment.**[M5; M6]** Currently, the Information and Student Support Office has a role in supporting students into employment and there are plans to establish a Careers Office in the near future.**[SER p.46; AE39; M3; M4; M8][Chapter I Standard III.9]**

Findings

Good practice

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

Weaknesses

The review team identified the following weaknesses:

- the restricted access to all teaching facilities for students with physical disabilities(paragraph 5.4; *Chapter I Standard III.4*)
- the current literature provided to the students in hardcopy and electronic form in the library(paragraph 5.5; *Chapter I Standard III.5*)
- thatthe Student Council does not have access to its own financial resources(paragraph 5.7;*Chapter I Standard III.7*).

Recommendations

The review team made the following recommendations:

- make the campus fully accessible for students with physical disabilities (paragraph 5.4; *Chapter I Standard III.4*)
- articulate and implement a clear plan for the development of the library to secure sufficient provision of hardcopy and online literature(paragraph 5.5; *Chapter I Standard III.5*)
- allocate financial resources to the Student Council(paragraph 5.7; *Chapter I Standard III.7*).

Affirmation of action being taken

The review team did not make any affirmations.

Judgement

The Standards for Students and their Support are substantially met.

Evidence List

SER

Upload No.	Evidence No.	Title
1		General Information Data
2		Authenticity Affidavit by the Rector
3		Self-Evaluation Report
4	1	Authorisation of the Self-Evaluation Team
5	2	Professional College Statute
6	3	In Albanian
7	4	In Albanian - Order No 426 6.11.16
8	5	Development Strategy
9	6	PCT Regulations
10	7	Regulation of Electronics
11	8	Regulation of Professional Practices
12	9	Decision of Academic Senate
13	10	Organisational Chart
14	11	In Albanian – MoMs and Decisions of Meetings
15	12	Retirement and appointment of a member of Senate
16	13	Internal Quality Assurance Unit (IQAU) Report on Programmes 2016/17
17	14	In Albanian – Order of theIQAU
18	15	IQAU Report on the examination procedures 2015/16
19	16	Registration with the European Commission Authentication Service
20	17	Senate Approval of the Development Strategy 2015-2020
21	18	In Albanian – Statistics
22	19.1 & 19.2	In Albanian – Folder of TEI
23	20	In Albanian - Communication with Balfin Group
24	21	In Albanian – Fairs
25	22	In Albanian – List of Agreements with HEIs
26	23	In Albanian - Activity Conference
27	24	MoU with University of Thessaly 1.3.17
28	25	List of agreements with Businesses
29	26	Human Resources Handbook
30	27	Chancellor request for Learning Coordinators
31	28	In Albanian - Recruitment process
66	29	Screen saver of former web page (poor image)
33	30	Staff contracts – Academic, External Academic and Administrator
74	31	In Albanian – Tours
67	32	Social Activities for staff
34	33	Blank student evaluation forms
35	34	In Albanian - Staff File
36	35	Laboratory portfolio
37	36	Code of Ethics
38	37	In Albanian – Assembly Resolution
39	38	Communication Policy
68	39	Student Information Management System
40	40	Web Page Management and Maintenance Procedure

41	41	IT Infrastructure
42	42	Estate Management Policy
43	43	Information on Infrastructure and Estate Management, including Library
69	44	Photocopy of Grades Register
70	45	Photocopy of Base Register
44	46	Professional Diploma in Electronics Teaching Plan
45	47	Professional Diploma in Airing and Conditioning Technology Teaching Plan
46	48	In Albanian – Promotional Leaflet
47	49	In Albanian – Newspaper Cuttings
48	50	In Albanian – Directorate of Educationin Ministry of Education and Sport
49	51	Electronics – Modules and Teaching hours
71	52	Information about Training provided by the Ministry of the Environment
50	53	Electronics Syllabus
51	54	Admissions Policy and Criteria
52	55	Transfer Regulations
53	56	Regulations on Tutoring and Academic Counselling
72	57	Staff teaching loads
73	58	Extra-Curricular Activity – Innovation Club 3D Printing, Drone
54	59	Detailed descriptions of Laboratories
55	60	In Albanian – e mails about exams
56	61	Summary of Student Evaluations of Staff Performance
57	62	Staff CVs
58	63	Communication Policy
59	64	Student Handbook
60	65	Regulations for Support for Students with Disabilities
61	66	Achievement Scholarships
62	67	In Albanian – Tutoring File
63	68	In Albanian – votes for the Student Council
64	69	In Albanian – MoM of Meeting
65	70	In Albanian – Involvement in a Conference

Additional Evidence (AE)

Upload No.	Evidence No.	Title
1		Response to additional evidence requests
2	AE 1	In Albanian – Reporting Chain in PCT
3	AE 1	Reporting Chain in PCT
4	AE 2	Evidence of Academic Senate Decisions
5	AE 2	In Albanian - Evidence of Academic Senate Decisions with signatures (Duplicate)
6	AE 3	Membership and Minutes of Academic Senate
7	AE 3	In Albanian - Membership and Minutes of Academic Senate (Duplicate)
8	AE 4	Minutes of the Rectorate
9	AE 4	In Albanian - Minutes of the Rectorate (Duplicate)
10	AE 5	Minutes of the Ethics Council
11	AE 6	Minutes of the General Assembly
12	AE 6	In Albanian - Minutes of the General Assembly (Duplicate)
13	AE 7	Overview of PCT Management Arrangements

14	AE 8	2015-2016 Annual Report
15	AE 9	2016-2017 Staff and Student Data
16	AE 9	In Albanian - 2016-2017 Staff and Student Data (Duplicate)
17	AE 10	Organisational Outline plus minutes of Senate and Rectorate Meetings
18	AE 11	Market Research
19	AE 11	In Albanian - Market Research (Duplicate)
20	AE 12	Evidence of Collaborations
21	AE 12	In Albanian - Evidence of Collaborations (Duplicate)
22	AE 13	Information about Training provided by the Ministry of the Environment (Duplicate 52 in SER evidence)
23	AE 14	High School Information Days
24	AE 15	Staff Development Day provided by Polytech SA on Lab Techniques and Equipment
25	AE 16	Statement about absence of employment of foreign academic staff
26	AE 17	Audit and inventory of Long Term Assets 2016
27	AE 18	Statement on Market Orientation of the Curricula
28	AE 19	Train the Trainers in Lab Equipment – overview
29	AE 20	Student Council minutes Feb 2017
30	AE 21	Programmes and modules/credits
31	AE 22	Gender Breakdown – Staff and Students
32	AE 23	Evidence that underpins the Annual Reports (Student Admissions, Student Performance, Compliance with Regulations)
33	AE 24	Evidence of evaluation of Programme and Department Reports at Departmental and Institutional Level
34	AE 24	In Albanian - Evidence of evaluation of Programme and Department Reports at Departmental and Institutional Level (Duplicate)
35	AE 25	Teaching Observation Report
36	AE 26	Information about Cooperation Agreements to support Practice placements
37	AE 27	Rules and Standards for Financial Management
38	AE 28	Classter IT System for Staff and Students
39	AE 29	Use of Classter IT System to share Teaching Plans and Resources
40	AE 30	Role of the Academic Coordinators in maintaining an electronic and hardcopy archive of programmes and teaching plans
41	AE 31	Information about Electronic Document Storage and use of SharePoint
42	AE 32	Further Information about Electronic Document Storage and use of SharePoint
43	AE 33	Statement about Staff Development
44	AE 34	Evidence of Web publication of Timetables and Programmes
45	AE 35	Internal Quality Assurance Unit (IQAU) Report on Programmes 2016/17 (Duplicate of SER Evidence 13)
46	AE 36	Statement about Research
47	AE 36	In Albanian - Statement about Research (Duplicate)
48	AE 37	Online Materials in other Languages available through SharePoint
49	AE 38	Statement about Library and Library Catalogue

50	39	Evidence of the work of the Information and Student Support Office
51	40	Indemnity Insurance Contract

Further Evidence (FE)

Upload No.	Evidence No.	Title
1	FE1	Meeting participants
2	FE2	Budget

Meetings (Mx)

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