

Annex 4 - The Evaluation Areas and Their Standards

This Annex provides further details on how the existing State Quality Standards are distributed under the five different Evaluation Areas, which are:

1. The Organisation and its Management
2. Resourcing
3. The Curriculum
4. Teaching, Learning, Assessment and Research
5. Students and their Support

During the review, the review team will look at the standards listed under each of the Evaluation Areas and then provide a judgement for each of the Evaluation Areas. The review team will not make judgements against each of the standards themselves.

Listed under each standard is a list of Examples of Good Practice for that particular standard. These examples are based on the criteria found in the State Quality Standards, and will be used by the review team to determine the extent to which the institution satisfies the Evaluation Areas and so, satisfies the State Quality Standards. The examples should be considered as a guide only, in acknowledgment that not all of them will be appropriate for all institutions.

As stated in the introduction to this Handbook, the European Standards and Guidelines (ESG) have also been considered. As such, under each of the Evaluation Areas the relevant ESG have been identified as being related to this Evaluation Area, but the review team will not consider the ESG separately to the State Quality Standards.

1 - The Organisation and its Management

Standard (location in State Quality Standards)	Examples of Good Practice
Autonomy	
Institution and its structures work in accordance with Institution statute (Chapter III Standard I.1)	<ul style="list-style-type: none"> • Institution designs an internal regulation; • Institution drafts the statute in accordance with legislation in force and in accordance with its mission and objectives; • Institution adjusts and improves its statute and its regulation continuously.
Institution is organised in such a way as to ensure efficiency in management (Chapter III Standard I.2)	<ul style="list-style-type: none"> • Management bodies exercise institution's management effectively. Rectorate prepares and submits the budget to Institution's Academic Senate; • Rectorate determines composition of experts' committee which develops institution's economic and budgetary policies; • Rectorate formulates criteria for allocation of financial, material and human resources; • Rector encourages promotion of institution's academic staff; • Administration Board is a collegial decision-making body, in public Higher Education Institutions, which supervises and controls activity of Higher Education Institutions, related to their administrative, financial, economic and properties management; • Board of Ethics is established in Higher Education Institutions and discusses issues of university life ethics. It makes proposals to the Rector about their treatment; • Faculty Board is a collegial decision-making body which, based on proposals of departments, schedules and determines the use of human and material resources available to faculty; • Board of Professors is established for organisation and management of doctorate studies and scientific, pedagogical training after the doctorate, in leading units at Higher Education Institutions, which offer study programmes of third cycle or even at the institution level; • Dean is faculty management authority and its legal representative; • Director is managing authority of a research and development institute or of a subsidiary (if it has the faculty or department status) and represents it;

	<ul style="list-style-type: none"> • Dean / director is elected with secret voting by all academic staff, non-academic staff and students and faculty / research and development institute / vocational college; • Head of department / research and development centre are elected with secret voting by all academic staff respectively; • Internal organisation and control in non-public Higher Education Institutions are made in accordance with provisions in statute and internal regulations; • Non-public Higher Education Institutions have a clear separation of activity of management bodies and authorities, administrative and academic personnel.
Institution encourages constructive debate <i>(Chapter III Standard I.3)</i>	<ul style="list-style-type: none"> • Materials for discussion are prepared and made available to members' institution boards, before making decisions; • Senate and boards meet periodically; • Opinions and proposals of Senate and the council are considered for implementation; • Institution monitors their implementation process.
Institution respects its autonomy limits <i>(Chapter III Standard I.4)</i>	<ul style="list-style-type: none"> • Institution has installed structures of supervision and internal evaluation; • Institution has engaged external consultants to assist its proper functioning; • Institution is organised in such a way as to benefit funding from European programmes and beyond.
Institution establishes a development strategy <i>(Chapter III Standard I.5)</i>	<ul style="list-style-type: none"> • Institution's development strategy is discussed widely by its management bodies and authorities; • Institution's development strategy sets appropriate objectives and means to achieve expected outcomes; • Institution's strategy is drafted in accordance with its mission and purpose.
Institution publishes the annual report, submits it to Ministry of Education and Sport, academic staff and students <i>(Chapter III Standard I.6)</i>	<ul style="list-style-type: none"> • Report reflects internal and external activities of the institution; • Report helps with internal and external assessment of the institution; • Report of activities is made available to institution boards; • Institution publishes the activity report, submits it to Ministry of Education and Sport, academic staff and students.
Organisation of higher Education Institutions	
Institution establishes appropriate structures to accomplish its mission and purpose	<ul style="list-style-type: none"> • Higher Education Institution has autonomy and academic freedom, under the law in force; • Autonomy and academic freedom help to accomplish the institution's mission and

<p><i>(Chapter III Standard II.1)</i></p>	<p>purpose;</p> <ul style="list-style-type: none"> • Academic freedom at Higher Education Institutions is expressed in freedom of teaching, freedom of scientific research, freedom of creation; • Higher Education Institution is organised in main, auxiliary, basic organisational constituent units for autonomy exercise within its competencies; • University offers university study programmes for three cycles and is composed of two faculties at least. It conducts basic and applied scientific research; • Academies offer higher professional education and creative activities in specific areas of art, sports, public order and other professional fields. They offer study programmes for the three cycles and are composed of two faculties at least; • Inter-university centre develops and promotes scientific research programmes and projects and helps advanced education after the first-cycle university studies; • Higher School offers higher education in studies of first and second cycle and is composed of two faculties at least. Higher school can offer applied research; • Professional college offers study programmes of first cycle in several areas related to labour market needs; • An Institution of Higher Education has the right to open its branches in other regions, outside headquarters location, to offer study programmes, scientific research and various services; • Faculty as the main unit is organised into basic units. Each faculty has at least three basic units, two of which are departments; • Department, as the basic unit, consists of at least 7 effective members as academic staff, 3 of whom at least have degrees and titles; • Institution has an official website.
<p>Management bodies facilitate decision-making by favouring debate in institution boards</p> <p><i>(Chapter III Standard II.3)</i></p>	<ul style="list-style-type: none"> • Institution puts in operation its boards, organised by levels; • Boards give opinions and proposals and make decisions; • Their proposals, opinions and decisions are sent to management authorities; • Academic staff are involved in internal debate under institutional procedures prescribed by statute.
<p>Partnership</p>	
<p>Institution conducts market research to</p>	<ul style="list-style-type: none"> • Institution is informed constantly about the economic regional development;

<p>accomplish its mission and purpose (Chapter III Standard III.1)</p>	<ul style="list-style-type: none"> • Institution monitors employment of its graduates; • Institution respects competition rules.
<p>Institution pursues an open strategy of collaboration and partnership at a regional, national and international level (Chapter III Standard III.2)</p>	<ul style="list-style-type: none"> • Institution determines its cooperation policy priorities; • Cooperation strategy is reflected in long-term strategy of institution development; • Institution takes into account the needs of local economy and labour market for opening new programmes or drafting scientific research projects; • Institution collaborates with regional partners in the framework of cooperation strategy implementation; • Institution organises and formalises agreements with counterpart institutions of higher education.
<p>Institution pursues a cooperation strategy with other supporting institutions (Chapter III Standard III.3)</p>	<ul style="list-style-type: none"> • Institution collaborates with other institutions to provide services to students; • Institution collaborates with other institutions to meet its needs for realisation of study programmes.
<p>Institution pursues a favouring policy for mobility of academic personnel and students at an international level (Chapter III Standard III.4)</p>	<ul style="list-style-type: none"> • Institution participates in international activities; • Institution pursues a favouring policy for mobility of academic staff and students; • Institution pursues an integration policy for foreign students; • Institution pursues an integration policy for foreign invited academic staff and researchers.

Through the above State Quality Standards, this Evaluation Area relates to the following ESG Standards

<p>ESG Standards</p>
<p>1.1 POLICY FOR QUALITY ASSURANCE Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.</p>
<p>1.8 PUBLIC INFORMATION Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up to date and</p>

readily accessible.

2 - Resourcing

Standard (location in State Quality Standards)	Examples of Good Practice
Management of Human Resources	
Institution pursues an open policy of human resources employment and recruitment (Chapter III Standard IV.1)	<ul style="list-style-type: none"> • Institution makes its organisation chart public; • Institution pursues a policy of part-time employment for its needs; • Institution publishes employment criteria for each vacant job position; • Institution pursues a policy of promotion of full-time, part-time, invited or contracted academic staff; • Institution pursues a policy of hiring supporting teaching, scientific and administrative staff in accordance with Law No. 9741 of 21.5.2007, 'On Higher Education in Republic of Albania', amended and other legal regulations adopted for its implementation; • Institution provides for criteria and procedures for personnel recruitment in the internal regulations; • Institution recruits with priority qualified academic staff from internationally recognised universities.
Institution pursues a policy of integration of academic staff, assisting teaching, scientific staff and administrative staff (Chapter III Standard IV.2)	<ul style="list-style-type: none"> • Institution engages in implementation of integration policies for its staff; • Institution engages its staff to organise an information day, by preparing informational brochures; • Institution pursues a favourable policy for integration of its staff in its social life.
Institution pursues a policy of periodic assessment of its staff skills (Chapter III Standard IV.3)	<ul style="list-style-type: none"> • Institution follows a training plan according to priorities defined in development project; • Institution evaluates achievements of its staff; • Institution encourages training and promotion of academic staff in western universities; • Institution engages foreign professors in committees/panels that promote personnel to scientific degree 'Doctor' and academic titles 'Docent', 'Prof.', 'Ass. Prof.'; • Institution sets as a prerequisite for promotion to title 'Professor' sufficient research or academic experience of at least 1 year in a western university.
Institution pursues a social development	<ul style="list-style-type: none"> • Institution organises social activities;

<p>policy (Chapter III Standard IV.4)</p>	<ul style="list-style-type: none"> • Institution promotes social dialogue; • Institution pursues a policy of life and health insurance.
<p>Standard II.2 - Institution provides effective management of human resources (Chapter III Standard II.2)</p>	<ul style="list-style-type: none"> • Institution implements clear rules to determine responsibilities according to respective functions.
<p>Financial Management</p>	
<p>Institution drafts the budget in accordance with defined procedures (Chapter III Standard VI.1)</p>	<ul style="list-style-type: none"> • Distribution of financial resources and their use in public Higher Education Institutions are in accordance with the rules and standards of budgetary programming and public financial management; • The structure for budget drafting for each public Higher Education Institution is made according to State Budget structure, as defined in the guideline of the Minister of Finance; • The proposed budget is subject to discussion in Institution Senate and Administration Board. Proposed budget for non-public HEIs is subject to discussion in senate and shareholders board; • Institution budget is detailed and delegated for management up to department.
<p>Institution provides the necessary means to implement the financial policy (Chapter III Standard VI.2)</p>	<ul style="list-style-type: none"> • Institution sets up the special structure for its financial management and financial policy implementation; • Institution pursues a transparent policy for distribution of financial resources; • Institution respects accounting rules; • Rules of Financial Management of Higher Education Institutions are identical to those of other public institutions; • Institution analyses indicators from monitoring of financial policy implementation.
<p>Institution pursues a policy of budgetary and financial control (Chapter III Standard VI.3)</p>	<ul style="list-style-type: none"> • Higher Education Institutions are subject to financial audit, performed by institutions stipulated by law for this purpose; • Financial audit outcomes are made public; • Financial activity report is announced in an open meeting for students and HEI staff; • Reports of SAI, MES audit and Institution audit for public HEIs are reviewed in Administrative Board; • Financial audit report of non-public Higher Education Institutions highlights the policy of

	use of revenues from student fees for the increase of teaching quality and services to students.
Information Management System	
Institution has an information system <i>(Chapter III Standard VII.1)</i>	<ul style="list-style-type: none"> • Information systems are coordinated; • Information systems management is used to provide strategic information. • Institution publishes on the official website all statistical data on number of students by programmes, academic offer, institution set-up and operation, statute and regulations of its operation.
Institution coordinates activities in the field of information technology <i>(Chapter III Standard VII.2)</i>	<ul style="list-style-type: none"> • Institution conducts its computerisation; • Institution makes available to staff and students computer science rooms or laboratories; • Institution provides distance education programmes.
Institution manages its real estate <i>(Chapter III Standard VII.3)</i>	<ul style="list-style-type: none"> • Institution has a record of its real estate; • Institution has a master plan for security, rehabilitation, expansion and/or restructuring of its real estate; • Institution manages its assets under a defined plan; • Institution oversees its construction and reconstruction projects.
Institution provides storage, maintenance and development of its academic, cultural and scientific heritage <i>(Chapter III Standard VII.4)</i>	<ul style="list-style-type: none"> • Institution pursues a policy of preserving the heritage of its academic cultural and scientific property; • Institution pursues a policy of evaluation and development of its academic, cultural and scientific property; • Institution pursues a policy of maintenance and development of its academic, cultural and scientific property;
Institution pursues a policy of management of its assets <i>(Chapter III Standard VII.5)</i>	<ul style="list-style-type: none"> • Institution has an adequate infrastructure to conduct its activities; • Institution owns facilities for academic staff activity, in proportion to its staff number.
Institution establishes a logistics administrative structure to carry out functions of common interest <i>(Chapter III Standard VII.6)</i>	<ul style="list-style-type: none"> • Institution provides services in accordance with market needs; • Institution carries out surveys and evaluates logistic services.

Management of Institution Activity	
<p>Institution provides appropriate facilities and infrastructure for academic and scientific activity</p> <p><i>(Chapter III Standard V.1)</i></p>	<ul style="list-style-type: none"> • Higher Education Institution makes available teaching facilities, constructed (or reconstructed) with contemporary quality materials that meet hygienic and sanitary conditions for students, academic and administrative staff, avoiding risk elements; • Higher Education Institution provides good acoustics in teaching premises and isolation from noise, temperature fluctuations and humidity; • Higher Education Institution is far from industrial development zones or areas that are polluted above relevant permitted standards; • Higher Education Institution owns teaching auditoriums; facilities for labs; facilities for teaching staff, facilities for administrative staff; technical facilities, facilities for the library, for senate, audio-visual rooms, room for computers, multimedia, and others of this nature; • Higher Education Institution meets the usable surface norm of 3.8–4.0 m²/student (minimum) and 7.5–8.0 m²/student (maximum); • Higher Education Institution provides sufficient capacity for students' practical qualification programmes in areas like health, technical sciences, agricultural sciences and the like; • Height of premises is not less than 3.0 m (ceiling to floor). The minimal above norm is accepted for study programmes such as language, literature, sociology, history, geography, economics, law, mathematics, archaeology, etc. and others of this nature (generally for social and political sciences), whereas for study programmes such as architecture, music and the like, no less than the above norms average is accepted. The above norms are minimally doubled (minimum and maximum) for study programmes in engineering or natural sciences (physics, chemistry, biology, etc.); • Higher Education Institution meets technical norms of natural lighting, window surface covers at least 15–20% of floor surface and lighting is directed to the student's left arm, possibly from southeast; • Higher Education Institution, which has more than 200 students (in a building), has mandatory emergency exits and stairs; • Higher Education Institution has fire protection system and protection system against atmospheric discharges; • Higher Education Institution has a functioning heating system;

	<ul style="list-style-type: none"> Higher Education Institution has alternative sources for electric energy supply (motor generator, etc.) as well as sufficient reserves of usable water (water tanks).
<p>Institution possesses full documentation of academic activity in hard copy and electronic form</p> <p><i>(Chapter III Standard V.2)</i></p>	<ul style="list-style-type: none"> Institution has a structure that is responsible for maintaining documentation in hardcopy; Institution has a facility for data digitalisation and documentation storage in electronic form; Institution has a structure for collection of statistics; Institution has a database regarding registration of students, matriculation number, etc., in accordance with bylaws in force; Institution has general information on its programmes, form and syllabus, coupled with binding credits for studies; Institution has a student-based registry with data their own; Institution has a basic register for students (printed and electronics stored permanently), with grades received while following the study programme, data on diploma or diplomas awarded along with diploma supplement, etc.

Through the above State Quality Standards, this Evaluation Area relates to the following ESG Standards

ESG Standards
<p>1.5 TEACHING STAFF</p> <p>Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.</p>
<p>1.6 LEARNING RESOURCES AND STUDENT SUPPORT</p> <p>Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.</p>
<p>1.8 PUBLIC INFORMATION</p> <p>Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up to date and readily accessible.</p>
<p>1.7 INFORMATION MANAGEMENT</p> <p>Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and</p>

other activities.

3 - The Curriculum

Standard <i>(location in State Quality Standards)</i>	Examples of Good Practice
Institution offers study programmes in accordance with its mission and capacities <i>(Chapter I Standard I.1)</i>	<ul style="list-style-type: none"> • Institution provides opportunities for the public to be informed about offered study programmes; • Institution maintains constant contacts with secondary education institutions of where its students completed their education; • Institution has defined priority study programmes to be offered and has decided to create its profile with them; • Institution pursues a clearly defined policy for students' admission in accordance with study programmes it offers (the areas covered by study programmes, admission policies of foreign students, distance learning, etc.). • Study programmes offered by institution are organised so as to harmonise all their components; • Requirements used for testing students' skills are reviewed and classified by institution collegial bodies.
Constant qualification is an integral part of study programmes <i>(Chapter I Standard I.2)</i>	<ul style="list-style-type: none"> • Institution offers constant moulding study programmes (short-term specialisations, supplementation, deepening and updating of knowledge) as a form of lifelong learning; • Study programmes are organised to meet the needs of different categories of students (part-time studies, etc.); • Institution proposes a framework to evaluate gained experiences.
Study programmes are offered in accordance with institution development strategy <i>(Chapter I Standard I.3)</i>	<ul style="list-style-type: none"> • Academic offer of study programmes is in accordance with all components of institution development strategy; • Requirements for students' qualification are described in objectives of institution development strategy; • Academic offer of study programmes integrates coherently the information about diplomas issued at the completion of studies.
Study programmes are offered in line with local, national and international trends	<ul style="list-style-type: none"> • Institution pursues a clear policy to ensure coherence in study programmes offered by central institution and its subsidiaries; • Institution designs its policy in the context of national policies (it is multidisciplinary,

<p><i>(Chapter I Standard I.4)</i></p>	<p>promoting reception of foreign cultures and learning foreign languages, etc.);</p> <ul style="list-style-type: none"> • At the completion of interdisciplinary study programmes a common diploma is issued by Albanian, European and/or international higher education institutions.
<p>Study programmes are offered in accordance with institution capacities</p> <p><i>(Chapter I Standard I.5)</i></p>	<ul style="list-style-type: none"> • Teaching load of lecturers is assigned in accordance with criteria set in bylaws in force; • Additional teaching load of lecturers is financed by institution's own resources; • Study programmes are organised in such a way as to provide for academic staff effective harmonisation, of teaching load, scientific research work, administrative commitments, etc.
<p>Study programmes are easily understandable and their objectives are clearly defined</p> <p><i>(Chapter I Standard I.6)</i></p>	<ul style="list-style-type: none"> • The content of study programmes, curricula, syllabuses, etc. is available to students and accessed by them easily; • Study programmes objectives are clearly defined; • Students' admission criteria are clearly defined by the institution.
<p>Study programmes of first cycle provide students with basic knowledge, general scientific methods and principles</p> <p><i>(Chapter I Standard I.7)</i></p>	<ul style="list-style-type: none"> • Study programmes allow a progressive transition from the first to the second cycle; • Study programmes ensure successful completion of first cycle and admission to second cycle; • Programmes of first-cycle studies provide students with basic knowledge, general scientific methods and principles and specific moulding skills; • Students are informed and guided about the possibility of transfer of study programmes or credits received during their studies; • Study programmes of this cycle are drafted in such a way that students who complete the first cycle have opportunities for employment.
<p>First-cycle study programmes are drafted in such a way as to facilitate student's acclimatisation with university environment</p> <p><i>(Chapter I Standard I.8)</i></p>	<ul style="list-style-type: none"> • Institution follows supporting policies for students' progress; • Institution follows supporting policies for students through orientation activities and custody (tutorship); • Institution applies alternative teaching methods depending on its students' interests; • Institution recruits with priority the academic staff that engage in scientific research activities; • Academic staff employed full-time comprise at least 70% of staff committed to realise first-cycle academic programmes.
<p>Second-cycle study programmes rely on research and institution collaborates</p>	<ul style="list-style-type: none"> • Lecturers who engage in research activities comprise most of academic staff; • Academic staff that engage in research activity participate in study programme drafting

<p>with economic field actors for their realisation (Chapter I Standard I.9)</p>	<p>and implementation;</p> <ul style="list-style-type: none"> • 'Master of Science' study programmes are drafted in support of universities' research policies; • Professional Practice and draft thesis of students are conducted in cooperation with private sector and state companies; • Institution owns statistical data for employment of its graduates; • In teaching and research programmes of 'Professional Master' studies, institution involves also representatives from business or other fields; • Academic staff employed full-time comprise at least 70% of staff committed to realise the second-cycle academic programmes.
<p>Study programmes aim to achieve Albanian students' mobility in Europe and beyond (Chapter I Standard I.10)</p>	<ul style="list-style-type: none"> • Study programmes are offered in line with Bologna Process in successive cycles under the system: Bachelor, Master, Doctorate (BMD); • The curriculum is organised to provide sufficient information for a foreign observer (presentation of its content is detailed, organised in modules and assessed in European credits under the European Credit Transfer and Accumulation System (ECTS), also available in English); • Diplomas issued at the completion of study programmes of first cycle, second cycle or integrated are associated with diploma supplement/appendix; • Study programmes are designed to facilitate students' mobility; • Learning foreign languages is in line with the studies' internationalisation policy. Students of the second and third study programmes undergo an exam on the English language, on the basis of internationally known tests. Institution promotes Albanian language learning by foreign students; • Credits awarded in a foreign Higher Education Institution in the framework of a mutual agreement are transferred without review. HEIs provide opportunities to transfer credits awarded at home or abroad, through equivalence of parts or complete study programmes in terms of the right to continue education in the same or similar study programme in a counterpart institution.
<p>Study programmes enable practical application of knowledge and skills acquired by students in theoretical courses</p>	<ul style="list-style-type: none"> • Study programmes are organised in such a way as to enable application in practice of skills acquired in theoretical courses; • Application of evaluation system in European credits (ECTS) is effective; • Study programmes include preparation and presentation of scientific research projects

<i>(Chapter I Standard I.11)</i>	<p>of students, under the regulation of studies (diploma topic, thesis, dissertation);</p> <ul style="list-style-type: none"> • Institution follows supporting policies for students' participation in cultural and educational activities organised by the institution.
<p>Study programmes are aimed at preparing students for employment <i>(Chapter I Standard I.12)</i></p>	<ul style="list-style-type: none"> • Study programmes offer special modules with true professional character and knowledge from socio-economic areas; • Study programmes include knowledge about entrepreneurship, professional practices, internships, etc.; • Study programmes in medical, technical, agricultural and natural sciences include sufficient modules and time for practical, professional moulding (laboratory work, laboratory modules or projects, professional practice in objects, etc.).

Through the above State Quality Standards, this Evaluation Area relates to the following ESG Standards

ESG Standards
<p>1.8 PUBLIC INFORMATION Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up to date and readily accessible.</p>
<p>1.2 DESIGN AND APPROVAL OF PROGRAMMES Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.</p>
<p>1.4 STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION Institutions should consistently apply pre-defined and published regulations covering all phases of the student 'life cycle', e.g. student admission, progression, recognition and certification.</p>

4 - Teaching, Learning, Assessment and Research

Standard (location in State Quality Standards)	Examples of Good Practice
Organisation of the study programmes	
<p>Announced study programmes are applied in appropriate circumstances (Chapter I Standard II.1)</p>	<ul style="list-style-type: none"> • Institution ensures efficient organisation and documentation of study programmes; • Institution coordinates the work of academic staff to ensure coherence content; • Institution provides sufficient capacity for the realisation of practical professional moulding of students (laboratory work, laboratory modules, practical lessons in objects, supervised professional practice, etc.); • Institution supervises practices, internships and research works (preparation of projects, topics of diplomas, theses, etc.); • Institution makes available to students the necessary supporting literature for relevant study programme.
<p>Higher Education Institutions provide students who have passed all obligations of a study programme with the relevant diploma, which is an official document (Chapter I Standard II.2)</p>	<ul style="list-style-type: none"> • Examination rules and requirements are approved by responsible university structures and they are known to everyone through the regulation of examinations announced publicly; • Institution makes known (posting in visible places) graduation criteria and procedures; • Anonymity is respected during the correction of examinations; • Complaints against examinations' scores are reviewed by a committee set up in compliance with examinations' regulation; • Students have access to personal exam scores, by observing the confidentiality principle.
<p>Study programmes are subject to their continuous improvement to increase quality (Chapter I Standard II.3)</p>	<ul style="list-style-type: none"> • Lecturers are regularly assessed by institution structures that pursue qualitative implementation of study programmes; • Students are involved in evaluation of lecturers and study programme implementation; • Outcomes of examinations and competitions are published; • Study programmes are improved by taking into account the outcomes of their evaluation by academic staff and students; • Study programmes quality is evaluated also by statistics of employment of graduates in the relevant study programme.

<p>Institution pursues a clear policy to improve teaching quality (Chapter I Standard II.4)</p>	<ul style="list-style-type: none"> • Institution has a support structure that promotes continuous teaching improvement; • Institution has supporting mechanisms for experimentation in teaching; • Institution qualifies academic staff in the field of scientific research to help improve teaching further; • Academic staff are trained continuously to improve teaching; • Institution is responsible for teaching quality; • Institution makes available the necessary infrastructure to realise study programmes; • Academic staff, teaching, scientific supporting staff and administrative staff are committed to improve teaching and application of study programmes.
<p>Research: research outcomes, their dissemination, assessment and transfer</p>	
<p>Department, as the basic unit of the institution, highlights its strengths and weaknesses in the field of scientific research (Chapter II Standard I.1)</p>	<ul style="list-style-type: none"> • The department is the basic teaching-research unit, which includes homogeneous research fields' and groups' respective academic disciplines; • Department is organised in educational and research groups. Group may be only for research; • Department promotes, coordinates and manages teaching activities, research or artistic activities, while respecting academic freedom of academic staff and their right to use available material and financial resources to realise the study programme; • Department is responsible for the progress of scientific research work of research groups; • Department is supported financially in a transparent and open form by the institution and it is responsible for funding research groups; • Based on work outcomes of research groups, department suggests continuation or termination of cooperation with them.
<p>Institution encourages development, dynamism and scientific research (Chapter II Standard I.2)</p>	<ul style="list-style-type: none"> • Institution supports new scientific research groups and projects; • Institution ensures cooperation with other research structures; • Institution provides interaction between different structures and institutions.
<p>Institution concentrates on scientific research internationalisation (Chapter II Standard I.3)</p>	<ul style="list-style-type: none"> • Institution is committed to the collection and dissemination of information to its laboratories; • Institution is committed to respond to European bids in the scientific research field; • Institution organises international conferences or activities in the research field; • Institution participates in international conferences or activities in the research field

	<p>through academic staff;</p> <ul style="list-style-type: none"> • Institution signs partnership agreements with foreign institutions of higher education; • Institution organises ceremonial meetings about its achievements in the research field; • Scientific research papers of the institution's academic staff are published in international scientific journals.
<p>Institution determines priority areas of scientific research (Chapter II Standard I.4)</p>	<ul style="list-style-type: none"> • Research departments and groups determine institution priorities in scientific research; • Institution pursues a policy of support for innovations / inventions; • Institution encourages scientific debate in priority areas of scientific research.
<p>Institution applies scientific research priorities (Chapter II Standard I.5)</p>	<ul style="list-style-type: none"> • Institution provides means for implementing priorities set by it; • Institution recruits academic staff qualified in scientific research for the strategy of institution development; • Institution implements priority policies developed in the research field.
<p>Institution provides continuity in the scientific research field (Chapter II Standard I.6)</p>	<ul style="list-style-type: none"> • Scientific research priorities are the focus of institutional objectives; • Institution pursues a clear activity of scientific research development in relation to its capacity; • Institution pursues a policy of cooperation with national scientific bodies; • Institution provides effective integration of students taking doctorates in scientific research groups; • Institution pursues a policy of young researchers' involvement in research projects; • Institution is committed to designing and implementing regional and national science policies; • Institution pursues a policy of integration for foreign researchers; • Institution pursues a favourable policy for mobility of academic staff engaged in scientific research; • To promote quality increase and internationalisation of studies, institution invites foreign academic staff for research and teaching activities for limited periods of time.
<p>Institution publicises the outcomes in scientific research field (Chapter II Standard I.7)</p>	<ul style="list-style-type: none"> • Institution pursues a supporting policy for organisation of international seminars and scientific symposia; • Institution pursues a supporting policy for publication of outcomes in scientific research fields; • Institution pursues a policy for research culture promotion at a regional and national level.

<p>Institution pursues a policy of evaluation and transfer of outcomes in scientific research fields <i>(Chapter II Standard I.8)</i></p>	<ul style="list-style-type: none"> ● Institution establishes a unit that evaluates the progress of scientific research outcomes; ● Institution pursues a policy for promotion of outcomes in scientific research fields; ● Institution pursues a policy for protection of intellectual property, and good practice in research-publishing activity; ● Institution encourages young researchers to undertake personal initiatives in scientific research fields; ● Institution collaborates with local and foreign business and economic and social factors; ● Institution has scientific publishing activities; ● Institution is informed about scientific research activity of its academic staff.
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Through the above State Quality Standards, this Evaluation Area relates to the following ESG Standards

ESG Standards
<p>1.4 STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION Institutions should consistently apply pre-defined and published regulations covering all phases of the student 'life cycle', e.g. student admission, progression, recognition and certification.</p>
<p>1.3 STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.</p>
<p>1.9 ONGOING MONITORING AND PERIODIC REVIEW OF PROGRAMMES Institutions should monitor and periodically review their programmes to ensure they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.</p>

5 - Students and their Support

Standard <i>(Location in State Quality Standards)</i>	Examples of Good Practice
Institution pursues the correct policy for new students' entrance <i>(Chapter I Standard III.1)</i>	<ul style="list-style-type: none"> • Institution designs midterm development projects in accordance with students' admission policies; • Institution informs future students (secondary school graduates) for study programmes that it provides through the career counselling office; • Institution welcomes and pursues specific policies for absorption and integration of new students; • Institutions are linked to Regional Education Directorates and Education Offices; • Institution establishes separate structures for reception, information and admission of new students; • Institution pursues a policy of welcoming foreign students interested to attend offered study programmes; • Institution publishes reception time for students to meet students' needs; • Numerical ratio of academic staff / student ensures education quality and institution objectives. For study programmes that include laboratory work, teaching practices and specific occupations (arts, sports, etc.), such ratio is 1 to 8, whereas for other programmes and studies, this ratio is 1 to 20. For research programmes that include practical lab-work (in fields of study such as medicine, nursing, engineering, teaching, etc.), the institution provides 1 instructor / laboratory assistant for 60 students (1 member of supporting staff for 3 lecturers).
Institution pursues an informing and communication policy with the students and academic staff <i>(Chapter I Standard III.2)</i>	<ul style="list-style-type: none"> • Institution has a structure of information and counselling for students; • Institution owns external communication means; • Institution owns internal communication means; • Institution staff have internal email addresses; • Institution holds personal files for each student; • Institution holds the address (including email address) and phone number of each

	student.
Institution pursues a policy of orientation and mentoring of students <i>(Chapter I Standard III.3)</i>	<ul style="list-style-type: none"> • Institution has a framework for guiding and advising students; • Institution engages in information and orientation of students; • Study programmes enable progressive adaptation of students; • Institution makes available to students information materials or brochures; • Institution guides students wishing to change study programmes and documents the process; • Structure for guiding and advising students supports them in all cycles of study the institution provides.
Institution pursues a supporting policy for specific social categories <i>(Chapter I Standard III.4)</i>	<ul style="list-style-type: none"> • Institution pursues a policy of support for students with disabilities; • Institution pursues a policy of support for Roma students and Balkan Egyptians; • Institution pursues a policy of support for students engaging in sports activities at high levels; • Institution pursues a policy of support for students wishing to pursue part-time studies.
Institution provides basic literature and support for students <i>(Chapter I Standard III.5)</i>	<ul style="list-style-type: none"> • Institution provides quality textbooks and supplementary literature in sufficient quantity; • Institution has a structure for documentation maintenance; • Institution has a library that offers literature for students; • Institution enriches the library literature steadily; • Institution estimates funds for purchase of specialised literature in scientific research fields; • Institution offers multidisciplinary literature through the library; • Library working time is posted on institution premises; • Students have cards for registration and literature provision; • Library provides electronic materials.
Institution offers first-cycle students support through university services to facilitate their progress <i>(Chapter I Standard III.6)</i>	<ul style="list-style-type: none"> • Institution provides leadership and tutorship for students (tutors); • Institution assists and guides students how to find literature; • Institution offers courses at its premises to help students in difficulty.
Institution encourages students'	<ul style="list-style-type: none"> • Students are represented in governing bodies of Higher Education Institutions, structures of teaching-research and services;

<p>participation in institutional life <i>(Chapter I Standard III.7)</i></p>	<ul style="list-style-type: none"> • Student Councils express opinions and proposals for all problems of general interest of Higher Education Institutions as educational plans and research programmes, study regulations, etc.; • Institution supports student councils and finances their activities.
<p>Institution pursues a supportive policy to assure cultural and sports quality of student life <i>(Chapter I Standard III.8)</i></p>	<ul style="list-style-type: none"> • Institution pursues a policy to facilitate student life; • Institution supports students' cultural life; • Institution supports students who engage in sports activities organised by its structures and other institutions; • Institution cooperates with health structures to pursue preventive and curative policies to improve students' health.
<p>Institution assists in students' employment <i>(Chapter I Standard III.9)</i></p>	<ul style="list-style-type: none"> • Institution has a structure that holds statistical data on employment of its graduates; • Institution provides assistance for integration into employment; • Academic, teaching and scientific, and administrative staff commit to implementing this policy; • Institution follows favouring policies for employment of its graduates.

Through the above State Quality Standards, this Evaluation Area relates to the following ESG Standards

<p>ESG Standards</p>
<p>1.3 STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.</p>
<p>1.7 INFORMATION MANAGEMENT Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.</p>