



This review method  
is ESG-compliant

# International Quality Review

## Mid-Cycle Review

European University of Tirana

**Review Report**

June 2025

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## About this mid-cycle review

This is a report of a mid-cycle review conducted by the Quality Assurance Agency for Higher Education (QAA) at the European University of Tirana. The mid-cycle review was a desk-based review of documentary evidence and a virtual meeting with senior managers at the University. It was conducted by a team of two reviewers, as follows:

- Professor Anca Greere
- Mr Kevin Kendall.

The full International Quality Review (IQR) in May 2022, resulted in a [published report](#). The QAA review team concluded that the European University of Tirana met all 10 standards set out in Part 1 of the [Standards and Guidelines for Quality Assurance in the European Higher Education Area \(ESG\)](#). The team identified five features of good practice and made five recommendations.

This mid-cycle review evaluates progress against the key actions since the IQR and considers any significant changes that may impact on the ability of the European University of Tirana to continue to meet the ESG standards.

## Outcome of the mid-cycle review

From the evidence provided, the review team concludes that the European University of Tirana is making **satisfactory progress** since the December 2022 International Quality Review and that the period of validity of the IQR be extended to December 2027.

## Summary of IQR outcomes

### Overview of the institution

1 The European University of Tirana (EUT) was licensed by the Albanian Council of Ministers in September 2006. The aim was to both respond to market demands, as well as to establish a high-quality institution that would offer an alternative model of education of the highest standards, which differed from the existing traditional models of higher education in Albania.

2 Originally, EUT had two faculties, the Faculty of Law and the Faculty of Social Sciences, offering first level degree programmes. After one year, the Faculty of Economics was opened and in June 2009 the University achieved its first accreditation (institutional and first level diploma accreditation) by the Albanian Public Agency for the Accreditation of Higher Education (HEQAA). In 2011, EUT opened three doctoral studies programmes. The periodic institutional review was carried out in 2016, a process conducted by HEQAA in cooperation with the QAA, which concluded that EUT fully met the state quality standards. In 2019, EUT underwent a partial institutional review to extend its institutional accreditation to the new faculties it opened in 2018. Since September 2018 EUT has consisted of five faculties and offers programs in all three study cycles in the main fields of economics, law, social sciences, humanities and arts, education, information technology, computer engineering, civil engineering and architecture, mechanical engineering, and technical medical sciences such as nursing, physiotherapy, and medical imaging technology.

3 EUT's mission is to provide students with a high-quality education based on the most up to date scientific research; provide knowledge to the Albanian society through teaching, creativity, the use of best scientific achievements, as well as the labour market and international partnerships. EUT aspires to be a leader in higher education in Albania, with a visible impact in education, science, innovation, and social transformation. Its vision

emphasizes adaptability to rapid socio-economic changes and the advancement of knowledge and technology through close cooperation with both local and international partners. It aims to contribute to the quality of life of citizens and promote the sustainable development of the public good. The university is committed to equipping students with competencies required by the evolving labour market, preparing them to become future professionals and leaders with a meaningful impact on economic and social development.

4 EUT is currently finalizing its Strategic Plan 2025–2030, with changes to align with national and European policy trends. The current strategic objectives of EUT are based on four main pillars, namely developing quality in teaching and learning, developing scientific research, internationalisation, and a commitment to serving society.

### **Good practice identified by the 2022 International Quality Review**

- The strong leadership provided by the Rector and the Office for Standards and Quality on striving to embed a quality culture across the University (ESG Standard 1.1).
- The robust quality assurance framework, systems and processes, their effective implementation, and the engagement of staff at all levels (ESG Standard 1.1).
- The active engagement of, and extensive contribution made by, external stakeholders to the design, delivery, and monitoring of academic programmes, principally but not exclusively through the Labour Market Boards (ESG Standard 1.1).
- The provision of individualised advice and guidance to prospective students that informs their decision making (ESG Standard 1.4).
- The wide range of management information collected, analysed, and used to inform operational practice and decision making (ESG Standard 1.7).

### **Recommendations of the 2022 International Quality Review**

- Make public the Quality Assurance Strategy through, for example, publication on the University's website (ESG Standard 1.1).
- Clarify a unified institutional approach to student-centredness and ensure that this is disseminated across the University (ESG Standard 1.3).
- Formalise an approach to the setting, moderation and marking of assessments, which can actively involve discipline-level expertise alongside quality management verification (ESG Standard 1.3).
- Take prompt steps to ensure that the individual tutoring system is consistently implemented for the support of all students (ESG Standard 1.6).
- Strengthen the approach to institutional oversight of publicly published information (ESG Standard 1.8).

## Changes since the last IQR review visit

5 There have been significant changes since May 2022 International Quality Review. These changes are in legal and ownership status, senior management composition, campus infrastructure and student numbers.

6 The legal name was changed in 2023 from the European Education Initiative (EEI) to the European University of Tirana (EUT) and aligns with this as the trading name. The University capital is unchanged, but the ownership of the University has changed with currently two major and one minor shareholder. There have also been significant changes in the senior management at EUT with new people in post as the Institutional Administrator, Rector, Vice Rector and a new position of Prorector for Teaching and Quality. There has also been a new Board of Administration appointed. However, these are not entirely new staff but also comprise internal promotions, for example, the Vice Rector has been appointed as Rector.

7 EUT has had final approval for the development of a new campus which has started construction and is scheduled for completion in the 2027-28 academic year. The new campus is designed to accommodate approximately 8,000 students with 30 lecture and seminar rooms, 20 laboratories, six halls and auditoriums, plus a library, sports field, recreation areas, a gymnasium, staff rooms, offices, and underground parking.

8 The University faces several challenges including the demographic decline in Albania, regulatory changes and delays, competition for qualified academic staff, the need for ongoing investment in physical and digital infrastructure and financial sustainability with increasing operating costs.

9 EUT is finalising its Strategic Plan 2025-2030 which focuses on these key strategic priorities:

- Internationalisation
- Infrastructure and Campus Development
- Research, Rankings, and Institutional Alliances
- Policy Engagement and Sector Leadership.

10 The University states that it stands at a transformative moment and has a clear vision and ambition to lead Albanian higher education through quality, innovation, and international engagement. It states that its new strategic direction addresses critical demographic and policy challenges with bold initiatives in research, infrastructure, and internationalization. It states that safeguarding academic standards and ensuring a rich, inclusive learning environment remain central to EUT's evolving identity—firmly anchored in European values and global aspirations.

## Findings from the mid-cycle review analysis

11 From the IQR in 2022, EUT received five features of good practice and five recommendations for further action. At the time, a detailed action plan was prepared by EUT to address the recommendations formulated.

12 The mid-cycle review submission describes the developments at EUT since the last IQR and offers supporting evidence for the claims made. From the Mid-Cycle Review Report, the various accompanying documents and the online meeting held with senior management, the review team has been able to conclude EUT is making clear progress in response to the IQR report, with relevant actions undertaken.

13 The first feature of good practice related to the strong leadership at EUT which supports the quality culture across the University. The EUT senior management team has seen multiple changes since the IQR in 2022, as mentioned in paragraph 17, the Rector and Vice/Prorector have changed, and a new Board of Administration was appointed. With the former Vice-Rector having taken on the Rector position, EUT confirms that the leadership approach will not change, strategic priorities remain within similar parameters and internationalisation still constitutes the most sought-after goal, especially in the context of EUT's planned expansion to the new campus.

14 The second feature of good practice highlighted the robustness of the quality assurance arrangements at the University and the committed engagement of staff at all levels. Currently, quality assurance initiatives continue to be high on the agenda of EUT. A new Quality Assurance Strategy was approved in 2023, and multiple strategic documents have been reviewed for continuous alignment with the Strategy, including the Teaching and Assessment Policy. EUT continues with periodic training of its staff on quality assurance procedures and is deploying various mechanisms for course improvement and development, including the effective integration of student feedback from focus groups and course evaluations, which have contributed to revised syllabi.

15 EUT also demonstrates a strong commitment to gender equality via its Gender Equality Plan and the signing of the Women's Empowerment Principles, integrating gender perspectives across leadership, research, teaching, and institutional culture.

16 The third feature of good practice relates to external contributions which effectively shape programmes in line with industry expectations. The active engagement of external stakeholders in the design, delivery and monitoring of academic programmes continues. Labour Market Boards are reportedly proving increasingly effective. EUT has extended the contribution of external stakeholders to open lectures and interactive sessions with renowned representatives from the labour market and the professional and the "UET Forums" proposed as a permanent debate platform bringing together academics, students, policymakers, civil society actors, and international representatives, which also allow for more career-focussed activities.

17 The fourth feature of good practice commended the support for prospective students and the individualised approach taken which allows better decision-making about the programmes they may find more suited for their profiles and career ambitions. EUT reports continuing with this approach. Additionally, a new Office for International students was established to ensure EUT is fully prepared to meet its internationalisation ambitions as set out in its Strategy. The Office will promote international marketing and offer necessary support to incoming students in the form of essential information on application procedures, visa processes, and integration into academic and campus life. With the approval of more English-medium programmes by the Ministry, this Office is expected to play a crucial role in attracting and supporting international students for a positive educational experience at EUT.

18 The fifth feature of good practice recognised EUT's capabilities for impactful information management, with collection, analysis and usability of management data supporting operational and strategic processes. Now, EUT has reported strengthening the ways in which data is made use of by various offices and academic leaders, by consolidating both the technological infrastructure and operational processes through the integration of real-time reporting tools. The Office for Standards and Quality continues to coordinate the reporting cycles and ensures alignment with institutional key performance indicators, also by consideration of data derived from student evaluations and alumni feedback. Relevant data is published to inform decision-making of potential students and any employment decisions by employers.

19 The first recommendation was that EUT should make public its Quality Assurance Strategy, as per ESG 1.1. The mid-cycle review team was able to verify what is currently included on the website and confirm with the senior management team that the full Quality Assurance Strategy is available on the intranet, with a shortened version published on the website in both Albanian and English for external stakeholders.

20 The second recommendation set EUT with the aim to clarify a unified approach to student centeredness and ensure that this is disseminated across the University. EUT demonstrates a full range of initiatives which underpin the realisation of this goal and strengthens the ways in which students are empowered as active participants in the learning process. As such, EUT has adopted a new Teaching and Assessment Policy which more explicitly targets a definition of student-centeredness and actions able to promote its more unified implementation. There is evidence of appropriate training put in place, for both students and staff, to allow for the Strategy's successful operationalisation. Also, evidence includes revised syllabi with learning outcomes more geared towards Bloom's taxonomy and more streamlined and consistently formulated. The ongoing work on syllabi revision is important to allow students to fully understand the potential of their learning and to shape their contributions to the educational processes.

21 The implementation of student-centred learning includes the promotion of more interactive, participatory classroom practices such as flipped classrooms and case-based learning, problem-based projects, and role play, with students engaged in self-assessment and peer evaluation of domain-specific performance. This is coupled with involvement of industry partners in open teaching sessions and raising awareness for students regarding the expectations of their respective industries.

22 EUT recognises the need for corroborated efforts before the new policy is fully rolled out- and all programmes embrace these approaches and r consistent progress so far. EUT has also extended its monitoring mechanisms to ensure that any necessary adjustments are offered in a timely manner, and the strategy positively impacts its academic community. As such, focus groups, open meetings and student surveys have been extended to include an explicit focus on the implementation of -student centeredness and the way students relate to these new approaches.

23 The third recommendation was for EUT to formalise assessment approaches and balance quality management input with involvement of discipline-level expertise for setting, moderation and marking of assessments. In response to this recommendation, EUT has recently approved new Guidelines for Evaluating Academic Achievements and Final Grading of Students which establishes a standardized framework for assessment, in alignment with national legislation and international good practice. The new Guidelines set explicit weightings to formative and summative components of the assessment process. EUT is also working towards wider application of rubrics, attendance policies, and differentiated assessment types with a view to increasing consistency, transparency, and equity in assessment delivery across all academic units. The review team understands this is an

ongoing process and developments need to be integrated institution-wide and further stabilised by consideration of discipline specificity before process stages related to the setting, moderation and marking of assessments reach their full potential. EUT have to find the right balance for involvement of the relevant participants, be they quality management staff, teaching staff with discipline expertise, students, or industry representatives, as may be appropriate. Once this is achieved, a policy workflow may prove a supportive tool to ensure consistent implementation.

24 The fourth recommendation was for EUT to take prompt steps to ensure that the individual tutoring system is consistently implemented for the support of all students. Tutoring arrangements remain optional, with EUT facilitating tutoring where students proactively seek it, by assigning a full-time teacher to each group of students and instituting a clear tutoring schedule. So far, EUT has strengthened the ways in which students are made aware of the support available to them, including for individual tutoring sessions, and the uptake is being closely monitored. EUT has reported challenges with engagement and is aiming to test out more flexible formats for tutoring. As part of these trials, EUT may also wish to specifically consider hard-to-reach students and whether more compulsory interventions can prove beneficial for their educational performance.

25 The final recommendation had urged EUT to strengthen the approach to institutional oversight of publicly published information. EUT has since adopted the Policy and Procedures for Public Information which define the responsibilities, including the locus of approval, for all information disseminated via the university's website, social media, and other public channels. The review team acknowledges that implementation of this policy can better support the management of public information and will allow EUT to be more confident in its approaches to publicising error-free information.

26 In its efforts to reach a broader student base, EUT indicates that a new institutional website is being developed which proposes better navigation and increased accessibility. Also, in support of its internationalisation ambitions, EUT now publishes all official social media communications bilingually (Albanian and English).

27 Overall, the review team concludes that EUT is making substantial progress in all areas highlighted by the IQR report. For some actions, the implementation timeline is lengthier, and monitoring will be ongoing, as embedded in the quality assurance structures. The review team recognises EUT's commitment to continue to attain full impact of actions reported.

## Development of quality assurance and enhancement procedures

28 EUT's response to the IQR findings is demonstrated to be comprehensive and has resulted in further developments at the level of quality assurance and enhancement procedures, which have been fine-tuned, more consistently adjusted or newly instituted.

29 EUT was commended for its quality assurance framework and the senior management commitment to enhancing the quality culture of the EUT academic community. The revised institutional Statute and 2023 Quality Assurance Strategy set the tone for even more intensified quality management at EUT. This is also supported by a number of policies and procedures recently adopted by the Academic Senate, including the Student-Centred Learning, Teaching and Assessment Policy and the Guidelines for Evaluating Academic Achievements and Final Grading of Students which target better and more consistent quality across all academic units.

30 Quality assurance tools, such as surveys, focus groups or other forms of stakeholder engagement, have been expanded in scope and more widely applied with students gaining more opportunities to provide input, both internally and externally. The types of collaborations with industry partners have been diversified with labour market representatives now taking a more active role not just in the Labour Market Boards but also in classroom planning and/or delivery and in broader university events, such as the UET Forums. Collaborations for internship purposes have also been developed, with a reported preoccupation for internships to gain better alignment with curricular learning objectives.

31 Quality assurance structures and procedures in support of EUT's internationalisation aim have been instituted, with a dedicated office now tasked with targeting prospective and existing international students. Additionally, mobilities are more widely promoted to strengthen the international profile of staff and students. EUT has indicated its awareness of challenges resulting from English-medium delivery of new and existing programmes and will be working to secure comparable quality across these programmes as for the ones taught in Albanian. The quality of the infrastructure is reported to increase with the move to the new campus where the intention is to welcome many more international students.

32 Dedicated resources are being deployed for quality assurance processes involving research goals. As such, the value of research initiatives materialised through international project collaborations and the quality of research outputs published in national and international journals remain priority preoccupations for EUT. EUT reports an increase in high level publications alongside its editorial activities for the five scientific journals it manages. EUT supports open access for scientific research as guided by its Policy for Open Science and also organises research dissemination activities through conferences or other scientific events, like the Albanian Study Days. EUT consistently engages with ranking metrics, for international comparisons which target increased visibility and reputational gains.

33 Overall, EUT continues to demonstrate commitment to the quality of its provision and underpins this commitment with robust policies and processes for quality assurance across all relevant areas related to teaching and learning, research, and industry engagement so that the educational experience can be maintained in alignment with Albanian requirements and European standards. EUT also shows explicit understanding of the challenges which may be associated with the developments it targets and is proactively seeking to manage relevant risks which might derive. The review team concludes that developments for quality assurance and enhancement process are commensurate with the strategic ambitions EUT has set forth.

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