



EUROPEAN
Higher Education Area

National Report regarding the Bologna Process implementation

-

Albania

Part 1.0 BFUG Data Collection: administrative information

For which country do you fill in the questionnaire?

Albania

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Contributors to the report

Government representatives = Ministry of Education and Science

Contributors to the report

Employer representatives = Public Accreditation Agency for Higher Education

Contributors to the report

Student representatives = Students Network

Contributors to the report

Academic and other staff representatives = University Professors and Rectors

Contributors to the report

Other (please specify) =

Part 1.1 BFUG Data Collection on Context and Structures

1. Do your steering documents for higher education policy explicitly take account of demographic projections for your country?

Yes

2. How do these projections affect higher education policy planning?

quota-setting and budget-setting

3. Which of the following statements correspond to your higher education system?

- Higher education institutions can be either academically or professionally oriented
- Higher education institutions are only academically oriented
- Higher education institutions are either public or private
- All higher education institutions are public

4. What is the number of institutions in the categories identified?

13 public and 41 private higher education institutions (HEIs)

5. GENERAL DATA ON HIGHER EDUCATION SYSTEMS

5.1. Please provide the (approximate) percentages of first cycle study programmes across the following categories:

180 ECTS = 95

240 ECTS = 5

Other number of ECTS = 0

5.2. Please provide the (approximate) percentage of the total number of first cycle students enrolled in programmes of the following length:

180 ECTS = 85

240 ECTS = 4

Other number of ECTS = 11

5.3. Do degree programmes exist outside the typical Bologna 180-240 ECTS first cycle model (and/or calculated in years rather than credits)?

These may include integrated/long programmes leading either to a first or a second cycle degree.

Yes

5.4. In which study fields do these study programmes exist?

architecture; pharmacy; medicine

5.5. What is the typical length of these degree programmes outside the Bologna 180-240 ECTS model?

300-360 ECTS lasting up to 5-6 years

5.6. What (approximate) percentage of all students studying for a first degree (including students enrolled in the Bologna cycle structures) is enrolled in these programmes?

10

5.7. Please provide the (approximate) percentage of second cycle (master) programmes of the following length:

60-75 ECTS = 25

90 ECTS = 0

120 ECTS = 75

Other = 0

5.8. Please provide the percentages of the total number of second cycle students enrolled in programmes of the following length.

60-75 ECTS = 33

90 ECTS = 0

120 ECTS = 67

Other = 0

5.9. Do second cycle degree programmes exist in your country *outside* the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?

No

5.10. What is the typical length of these second cycle programmes outside the typical Bologna model?

5.11. What percentage of all second cycle students is enrolled in these programmes?

0

5.12. In which study fields to these programmes exist?

5.13. Please provide any additional relevant comments for consideration regarding general data on your country's higher education system.

6. PROGRESSION BETWEEN CYCLES

6.1. What percentage of first cycle programmes give access to at least one second cycle programme?

>75%-<100%

6.1.1. Please provide a source for this information.

Ministry of Education and Science, Statistics Department and Department of Higher Education

6.2. What percentage of first cycle students continue to study in a second cycle programme after graduation from the first cycle (within two years)?

>75-<100 %

6.2.1. Please provide the source for this information.

Ministry of Education and Science, Statistics Department and Department of Higher Education

6.3. What are the requirements for holders of a first cycle degree to access a second cycle programme?

All students (Scale 1) Yes No Some No answer

All students (Scale 2) Yes No Some No answer

Holders of a first degree from a different study field (Scale 1) Yes No Some No answer

Holders of a first degree from a different study field (Scale 2) Yes No Some No answer

Holders of a first degree from a different higher education institution (Scale 1) Yes No Some No answer

Holders of a first degree from a different higher education institution (Scale 2) Yes No Some No answer

6.3.1. When you selected 'some' in any of the answers above, please explain.

Requirements to access second cycle programs depend on the field of study and faculty of study.

6.4. What percentage of all second cycle programmes give access without further studies to third cycle studies?

100 %

6.4.1. Please provide a source for this information.

Ministry of Education and Science, Statistics Department and Department of Higher Education

6.5. What percentage of second cycle graduates eventually enter into a third cycle programme?

14% of graduates of Master of Science programs and integrated higher studies are enrolled in third cycle studies.

6.6. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?

Yes, for some graduates

6.6.1. Under which criteria is this possible?

When students pursue integrate higher studies.

6.7. What percentage of third cycle students enter into that cycle without a second cycle qualification?

0%

6.8. Please provide any additional relevant comments for consideration regarding the progression between cycles.

7. LINKING BOLOGNA AND NON-BOLOGNA PROGRAMMES

7.1. Is access to degree programmes outside the typical Bologna model organised in a different manner than for Bologna first cycle programmes?

Please choose..

7.1.1. Please explain the differences.

7.2. Is access to the second cycle specifically regulated for students holding a degree from a programme outside the typical Bologna model?

No

7.2.1. Please specify how it is regulated.

7.3. Is it possible for graduates of a first cycle degree outside the typical Bologna model to enter a third cycle programme without a second cycle degree?

No

7.3.1. Please specify for which graduates.

8. DEVELOPMENT OF THIRD CYCLE PROGRAMMES

8.1. What types of doctoral programmes exist in your higher education system? (These may include, but are not restricted to, traditional supervision-based doctoral education, structured doctoral programmes, professional doctoral programmes etc).

structured PhD studies

8.2. Do doctoral and/or graduate schools exist in your higher education system?

Yes

8.2.1. What are the main features of these schools and how many doctoral schools are there?

1 doctoral school that is in fact a research center that focuses on extensive research and third cycle studies in Albanology.

8.3. Is the length of full-time third cycle (PhD) study programmes defined in your steering documents?

Yes

8.3.1. Please specify the number of years.

3

8.3.2. What is the average length (in years) of full-time third cycle (PhD) study programmes?

3

8.4. Are doctoral studies included in your country's qualifications framework?

Yes

8.5. Are ECTS credits used in doctoral programmes?

Yes, for taught elements only

8.6. Please provide any additional relevant comments for consideration regarding development of third cycle programmes.

9. TREATMENT OF SHORT CYCLE HIGHER EDUCATION PROGRAMMES

9.1. In your system, do short cycle programmes linked to the first cycle of higher education exist?

No

9.2. How are short cycle higher education programmes linked to the Bologna structures? Please tick the most appropriate case(s) for your country.

Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree....

- gain full credit for their previous studies
- gain full credit, but only if there is agreement between the institution providing the short cycle programme and the institution where the bachelor programme is taught
- gain full credit for their previous studies but in professional bachelor programmes only
- gain substantial (>50%) credit for their previous studies
- gain some (<50%) credit for their previous studies
- gain little (<5%) or no credit for their previous studies

9.3. Are short cycle programmes legally considered to be an integral part of your higher education system?

Yes, part of higher education

9.4. Please provide any additional relevant comments for consideration regarding the treatment of short cycle higher education programmes.

10. INTERNATIONAL JOINT DEGREES AND PROGRAMMES

10.1. Does national higher education legislation mention joint degrees?

Yes

10.1.1. Please provide a reference to the legislation and/or cite the relevant articles.

Law on Higher Education, art 29.

10.2. Does higher education legislation allow:

- | | | | | |
|-------------------------------|--------------------------------------|--------------------------|---|---|
| Establishing joint programmes | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Legislation not clear | <input type="radio"/> Legislation doesn't mention joint degrees |
| Awarding joint degrees | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Legislation not clear | <input type="radio"/> Legislation doesn't mention joint degrees |
| | <input type="radio"/> No answer | | | |

10.3. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

- Award joint degrees
- > 75-100%
 - > 50-75%
 - > 25-50%
 - > 10-25%
 - > 5-10%
 - > 0-5%
 - 0%
 - No answer

Participate in joint programmes > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5%
 0% No answer

10.4. Please estimate the percentage of students in your country that graduated in the academic year 2009/10 ...

with a joint degree < 10% > 7.5-10% > 5-7.5% > 2.5-5% > 0 -2.5% 0% No answer

from a joint programme < 10% > 7.5-10% > 5-7.5% > 2.5-5% > 0 -2.5% 0% No answer

10.5. Do you have information about study fields in which joint programmes / joint degrees are most common?

Yes

10.5.1. Please explain briefly.

Universities curricula offices.

10.6. Please provide any additional relevant comments for consideration regarding your joint degrees and programmes.

Part 1.2 BFUG Data Collection on student-centred learning

1. Do your steering documents mention the concept of student -centred learning?

Yes

1.1. How do steering documents in your country define student-centred learning in higher education?

The steering documents hold HEIs responsible for their output, that is students achievement and competence.

1.2. How important ('1' not important, '5' very important) are the following categories in your steering documents and national policies?

- | | | | | | |
|--|-------------------------|-------------------------|------------------------------------|------------------------------------|------------------------------------|
| Independent learning | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 |
| Learning in small groups | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Initial or in-service training in teaching for staff | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 |
| Assessment based on learning outcomes | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 |
| Recognition of prior learning | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 |
| Learning outcomes | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 |
| Student/staff ratio | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 |
| Student evaluation of teaching | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 |

1.3. Are there any other important concepts on student-centred learning in your steering documents?

Yes

1.4. Please specify.

Participation in decision-making; membership in university senate; participation in internal and external evaluation.

2. Please provide a reference for your steering documents covering student-centred learning.

Law on Higher Education; Bylaws, Council of Ministers Decree on the establishment and functions of National Agency for Accreditation of Higher Education

3. Please provide any additional relevant comments for consideration regarding the student-centred learning.

4. LEARNING OUTCOMES

4.1. Are learning outcomes defined in your national steering documents? If so, please provide the definition.

Yes. These are reflected in the Statute of each university.

4.2. Are ECTS credits linked with learning outcomes in higher education programmes in your country?

(This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)

No

4.3. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?

Yes, this is done through advisory measures (guidelines, recommendations etc)

4.3.1. Does your country provide specific support measures on the national level?

Yes.

4.4. Does national policy steer student assessment procedures to focus on learning outcomes?

No

4.5. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?

- Compulsory Yes for all academic staff Yes for some academic staff No No answer
Voluntary Yes for all academic staff Yes for some academic staff No No answer

4.5.1. Please specify for whom and give approximate % that participate.

4.6. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

Yes

4.6.1. Please explain how, and provide a reference to further information.

Data are monitored by the National Agency for Accreditation of Higher Education.

4.6. Please provide any additional relevant comments for consideration regarding learning outcomes.

5. IMPLEMENTATION OF THE EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)

5.1. In your country, do you use

ECTS

5.1.1. Please provide details of how it is linked to ECTS (when applicable) and its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes).

5.2. In your country, what percentage of higher education institutions use ECTS for accumulation and transfer for all elements of study programmes?

100%

5.3. In your country, what percentage of programmes use ECTS for accumulation and transfer for all elements of study programmes?

100%

5.4. In the majority of higher education institutions and/or programmes, what is the basis to award ECTS in your country?

Combination of student workload and teacher-student contact hours

5.4.1. Please specify.

5.4.2. For student workload, is there a standard measure for the number of hours per credit?

Yes

5.4.3. What is the number of hours per credit?

25

5.4.4. What is the number of student teacher contact hours per credit?

12

5.4.5. Please provide any additional relevant comments for consideration regarding ECTS implementation.

6. DIPLOMA SUPPLEMENT

6.1. Is the Diploma Supplement issued in higher education institutions and to students in all fields of study?

- | | | | | | | |
|----------------------------|---|--------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---------------------------------|
| All students | <input checked="" type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input type="radio"/> 0% | <input type="radio"/> No answer |
| Some students | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No answer |
| Upon request | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No answer |
| In certain fields of study | <input checked="" type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input type="radio"/> 0% | <input type="radio"/> No answer |
| No students | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No answer |

6.1.1. Please identify those fields.

All fields of study.

6.1.2. Please specify to which students.

6.2. Is there any monitoring of how employers use the Diploma Supplement?

No

6.2.1. Please provide the most recent results regarding the level of satisfaction of employers.

6.3. Is there any monitoring of how higher education institutions use the Diploma Supplement?

No

6.3.1. Please provide the most recent results regarding the level of satisfaction of institutions.

6.4. In what language(s) is the Diploma Supplement issued?

Albanian and English

6.5. Is the Diploma Supplement issued

free of charge

6.5.1. Please provide the amount and the reason for the fee.

6.6. Please provide an example of your national Diploma Supplement (in pdf or similar format) and send it to data.collectors@ehea.info

6.7. Please provide any additional relevant comments for consideration regarding your diploma supplement.

7. NATIONAL QUALIFICATIONS FRAMEWORKS (NQFs)

7.1. Have you started the process to develop a National Qualification Framework in your country?

Yes

7.2. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing a national qualification framework.

Please choose below the stage that best describes your national situation.

7. Implementation of the NQF has started with agreement on the roles and responsibilities of higher education institutions, quality assurance agency(ies) and other bodies

7.2.1 Please provide the date when the step was completed.

21.04.2011

7.2.2. Please provide a reference for the decision to start developing a NQF.

Law on Albanian Qualification Framework, Nr. 10247 dt. 103.2010

7.2.3. Please provide a reference outlining the purpose of the NQF.

7.2.4. Please provide a reference to a document establishing or outlining the process of NQF development. Please also report, which stakeholders have been identified and which committees have been established.

7.2.5. Please provide a reference describing the agreed level structure, level descriptors and credit ranges.

7.2.6. Please provide a reference outlining the form and the results of the consultation. Please provide a reference for the design of the NQF as agreed by the stakeholders.

7.2.7. Which stakeholders have been consulted and how were they consulted?

7.2.8. Please provide a reference document for the adoption of the NQF.

7.2.9. Are ECTS included in the NQF?

Please choose..

7.2.10. Please provide a reference for the decision to start the implementation of the NQF, including a reference to the roles of the different stakeholders.

Council of Ministers Decree, Nr. 351

7.2.11. Please provide a reference for the redesign of study programmes based on learning outcomes.

7.2.12. Please provide a reference outlining how qualifications have been included in the NQF.

7.2.13. Please provide a reference to the self-certification report.

7.3. Does a website exist in your country on which the National Qualification Framework can be consulted?

Yes

7.3.1. Please provide the link to that website.

www.akafp-al.org

8. RECOGNITION OF QUALIFICATIONS

8.1. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of academic study and work in your country?

Recognition for academic study Higher education institution Central government authority (e.g. ministry) Regional government authority (e.g. ministry) National ENIC/NARIC centre Regional/local specialised

- independent institution
 Social partner organisation (employers' organisation, trade union etc)
 Individual employers
 Other
 No answer
- Recognition for professional employment
 Higher education institution
 Central government authority (e.g. ministry)
 Regional government authority (e.g. ministry)
 National ENIC/NARIC centre
 Regional/local specialised independent institution
 Social partner organisation (employers' organisation, trade union etc)
 Individual employers
 Other
 No answer

8.1.1. Please specify.

8.2. Which of the following statements is specified in national legislation?

Applicant's right to fair assessment of qualification

8.2.1. Please provide a reference to the relevant legislation.

Law on Higher Education in Albania

8.3. What measures exist to ensure that these legal statements are implemented in practice?

due application, Ministerial Order, right to appeal through an appropriate applications

8.4. Do higher education institutions typically:

make recognition decisions at central level

8.5. Are higher education institutions' recognition policy and practice typically evaluated in external Quality Assurance processes?

No

8.5.1. Please explain.

8.6. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?

Inspection by due authorities

8.7. Please provide any additional relevant comments for consideration regarding your system of recognition of qualifications.

Part 1.3 BFUG Data Collection on Quality Assurance

1.1. Which situation applies in your country?

A single independent national agency for quality assurance has been established.

National Agency for Accreditation of Higher Education Institutions is in charge of monitoring quality assurance.

1.1.1. Please explain the main elements of your external quality assurance system. Which ministry or government-dependent agency is responsible for quality assurance? How is this responsibility managed in practice? If there are external evaluations of institutions and/or programmes, by whom are these evaluations undertaken, how often, and how are the outcomes of evaluation used?

1.1.2. Please explain the main elements of your external quality assurance system (if it exists). If there is no system of quality assurance, please state this explicitly.

1.2. What are the main outcomes of an external review undertaken by the different QA agencies?

Please choose..

1.3. What is the main outcome of an external review?

A decision granting permission for the institution or programme to operate, or that is a pre-requisite for the institution or programme to operate

1.4. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

No

1.4.1. Please specify the normal impact of an external review.

1.5. Does the agency cover:

All higher education institutions

1.5.1. Collectively, do the agencies cover:

Please choose..

1.6. What is the main "object" of the external evaluations undertaken?

Institutions and programmes

1.6.1. Are all institutions subject to external evaluation?

Please choose..

1.6.1.1. Please specify

1.6.2. Are all programmes in all cycles subject to external evaluation?

Please choose..

1.6.2.1. Please specify

1.6.3. Are all institutions and all programmes subject to external evaluation?

Yes

1.6.3.1. Please specify

1.7. How are the positive outcomes of Quality Assurance evaluations made available to the public?

Outcomes are made available in published documents and also on the Agency's website.

1.8. How are the negative outcomes of Quality Assurance evaluations made available to the public?

Outcomes, be it negative outcomes, are made available in published documents and also on the Agency's website.

1.9. Which of the following issues are typically included in external quality assurance evaluations?

- Teaching
- Student support services
- Lifelong Learning provision
- Research
- Employability
- Internal Quality Assurance/Management system
- Other (please specify)

1.9.1. For those issues that are typically included in external Quality Assurance evaluation, please briefly explain the approach.

HEIs publish their internal review reports and based on these reports the Agency conducts the external review which takes a comprehensive perspective based also on-site visits, students and staff interviews.

1.10. Please provide any additional relevant comments for consideration regarding your external Quality Assurance system.

2. CROSS-BORDER EVALUATION

2.1. Does your national quality assurance system or legislative framework allow higher education institutions to choose a quality assurance agency from outside your country (instead of your national quality assurance agency)?

Yes, all institutions are able to choose

2.1.1. If some institutions are able to choose, please specify which ones.

2.1.2. If no, please go to section XVII.

2.2. Which conditions apply to the choice of a quality assurance agency from another country?

The agency must be a member of the European Quality Assurance Register (EQAR)

2.3. Please provide any additional relevant comments for consideration regarding Cross-Border Evaluation.

3. EVALUATION OF THE EXTERNAL QUALITY ASSURANCE SYSTEM AGAINST THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EUROPEAN HIGHER EDUCATION AREA (ESG)

3.1. Has the agency been evaluated against the European Standards and Guidelines?

- Yes, for the purpose of ENQA membership
- Yes, for an application to EQAR
- Yes, independently of ENQA/EQAR
- Such an evaluation is planned but has not yet taken place
- No

3.2. If an evaluation has been conducted, was the application successful?

4. INVOLVEMENT OF STAKEHOLDERS IN EXTERNAL QUALITY ASSURANCE

4.1. Is there a formal requirement that students are involved in any of the following? For each answer, please specify the relevant source.

- Student involvement in governance structures of national quality assurance agencies
- As full members in external review teams
- As observers in external review teams
- In the preparation of self evaluation reports
- In the decision making process for external reviews
- In follow-up procedures
- Other, please specify

4.2. Is there a formal requirement that international peers/experts are involved in any of the following:

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

4.3. Is there a formal requirement that academic staff are involved?

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the preparation of self evaluation reports
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

4.4. Are there any formal requirements regarding the involvement of employers in external QA processes.

Yes

4.5. Please provide any additional relevant comments for consideration regarding the involvement of stakeholders in external QA.

5. INTERNAL QUALITY ASSURANCE

5.1. Are there formal requirements for higher education institutions to develop internal quality assurance systems?

Yes

5.1.1. Please specify these requirements and the relevant source.

Law on Higher Education in Albania and the Statute of Universities; ByLaws of the Agency.

5.2. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Higher education institutions

5.2.1. Please specify.

The Ministry releases a set of standards, the HEIs develop and conduct their internal quality assurance and the Agency assists in the process.

5.3. Are there formal requirements for students to be involved in internal quality assurance systems?

Yes

5.3.1. Please go to Question 5.6.

5.3.2. Is there a requirement for students to be involved in the preparation of self evaluation reports?

Yes

5.3.2.1. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?

No

5.4. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?

50-~75%

5.5. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

All

5.5.1. Please describe what kind of arrangements are in place.

HEIs have established subject and program specific Commission that review each subject and/or program to improve performance and quality. Specific arrangements are described in HEI's statute.

5.6. How many higher education institutions publish up to date and objective information about the programmes and awards offered?

More than 75%

5.7. How many higher education institutions publish critical and negative outcomes of quality assurance evaluations?

1-<25%

5.7.1. Please provide a source for this information, and links to examples of critical/negative evaluations.

www.aaal.edu.al

5.8. Please provide any additional relevant comments for consideration regarding Internal Quality Assurance.

Part 1.4 BFUG Data Collection on Lifelong Learning

1. Do steering documents for higher education in your country contain a definition of lifelong learning?

Yes

2. How do your steering documents define lifelong learning?

Lifelong learning programs are designed to provide opportunities for refreshing, advancing, supplementing and enhancing knowledge and/or competence.

3. What is the common understanding of lifelong learning in your country?

4. What are the main forms of lifelong learning provision in which higher education institutions are involved in your country?

-continuous re-qualification programs, -summer schools, -winter schools -advanced research programs

5. Is lifelong learning a recognised mission of higher education institutions?

Yes, of all institutions

6. For which institutions is lifelong learning a recognised mission?

7. Are there legal requirements for higher education institutions to offer lifelong learning provision?

Yes

8. Please provide a reference to the relevant legislation or regulation.

Article 30 of the Law on Higher education.

9. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

No

10. Please explain these restrictions, and provide a reference to relevant legislation/regulations

11. Which are the three (maximum) most significant groups of intended users of lifelong learning services offered by higher education institutions?

- Adults in employment
- Unemployed adults
- Retired citizens
- Part-time students
- Adults without higher education qualifications
- Other, please specify

12. Where does the funding of lifelong learning provision in higher education come from?

- general higher education budget
- special budget for lifelong learning
- private contributions from students
- private contributions from business and industry

13. To what degree is the provision of lifelong learning in higher education funded from the public budget?

Part 2.1 BFUG Data Collection on policies to widen participation and increase flexibility

1. Do you want to answer this section now or later?

Now

2. Do individuals that meet higher education entry standards have a guaranteed right to higher education?

Yes in all fields

2.1 Please specify.

3. Which statement best describes your country's policy approach regarding the goal that the student body entering, participating and completing higher education should reflect the diversity of the population?

There is a combination of the two previous approaches.

4. UNDERREPRESENTED GROUPS

4.1. Please describe how your country's steering documents define underrepresented groups (e.g. based on socio-economic status, gender, ethnicity, disability, geography, other).

socio-economic status ethnicity gender disability geography

4.2. For each of these groups, please briefly describe the national/regional policies and measures that are put in place to address under-representation. These may include, but are not restricted to laws, regulations, campaigns, incentives, other actions etc.

Roma Decade policy paper National Strategy on All-Inclusiveness National Strategy on Gender Equity Law on Higher Education in Albania Council of Ministers Decree on special quotas for underrepresented groups

4.3. How does your higher education system determine whether an individual belongs to a particular group (e.g. self-declaration)?

- birth certificate - statement on family income - declaration issued by regional employment level (recording unemployment of family members, i.e. parents)

4.4. Is there any funding reserved for measures to increase participation of under-represented groups?

Yes

4.4.1. Please specify.

itemized in the Ministry's budget

4.5. Do you have national targets/goals for participation of those groups that you identify as under-represented in higher education?

Yes

4.5.1. Please explain these targets briefly and name the groups to which they apply.

Ensuring full participation of each under-represented group.

4.6. Does your country offer more public funding to higher education institutions to stimulate access for underrepresented groups?

Yes

4.6.1. Please specify and identify variation between different groups, where they exist.

The funding scheme is distributed in proportion with the size of the under-represented group.

4.7. Is the effect of measures to increase participation of each of the groups monitored in your country?

Yes

4.7.1. Please specify.

Statistics: keeping record of rate of participation of females and males in higher education

4.8. Please provide details on how the higher education participation and graduation of each of the groups that you identify as underrepresented is monitored in your country.

statistics gather by the Ministry (gender representation).

4.8.1. What data is collected?

statistics on female and male students; statistics on students with disabilities.

4.9. Is there a system to monitor the composition of the student body (in terms of groups identified as under-represented) by subject?

No

4.10. When are data generally collected?

Please choose..

4.10.1. Where an approach different from the general approach is used for any group, please specify.

4.11. Where is information provided by this monitoring system published (provide a reference and link)?

statistics published by the Ministry of Education and Science - statistics department and/or statistics published by the university

5. GENERAL POLICY APPROACH TO WIDENING PARTICIPATION

5.1. If your country has a general policy approach to increase and widen participation and to overcome obstacles to access, please explain your approach briefly and provide reference to relevant documents.

Albania policy in education is to foster access for all in higher education, by providing quality services in education and good academic preparation for students entering the labour market.

5.2. How does your country's policy explicitly identify the obstacles that it addresses?

obstacles are identified through trends observed via research, studies and precedents that may have occurred.

5.3. What are the criteria used to measure and evaluate the success of specific initiatives and measures?

enrollment rates; graduation rates (student completion rates); employment rates (after completing university studies)

5.4. In your country, is the composition of the student body monitored according to certain criteria?

Yes

5.4.1. Who monitors on the basis of which criteria?

statistics departments monitor gender representation

5.5. How is this data used in higher education policy?

Such data inform policy-making.

5.6. How are measures to remove obstacles to access primarily funded? If your country has a mixed system, please choose all adequate boxes. Please only indicate the most important source(s).

- From the general higher education budget
- From a specific budget
- From university budget
- There are no measures to remove obstacles to access

6. DIFFERENT APPROACH TO WIDENING PARTICIPATION

6.1. Please explain the characteristics of your country's policy to achieve the goal that the student body reflects the diversity of the population.

6.2. Does your country's policy approach explicitly identify obstacles to higher education?

Please choose..

6.2.1. Please describe these obstacles.

6.3. Does your country's policy approach make reference to parts/groups in the population?

Please choose..

6.3.1. Please describe these groups.

6.4. What measures does your country's policy take?

6.5. How does your country assess whether its policy has been successful?

7. COMPLETION OF STUDIES

7.1. Does your country have policies aiming to increase the level of completion of studies?

No

7.1.1. Please describe the main features of these policies.

7.2. Are student completion rates monitored in your country?

Yes, at national level

7.2.1. What use is then made of the data?

student completion at each cycle inform on the pace of completion of studies and on the potential number of new entrants into the labour market.

7.3. Are there any incentives for higher education institutions to improve student completion rates?

No

7.3.1. Please specify the nature of these incentives.

7.3.2. Are there any other incentives (e.g. it is a subject covered in external quality assurance procedures)?

yes, student completion rates per each university are referred to in their external quality assurance report.

8. STUDENT SERVICES

While higher education institutions offer multiple services, in the following questions, the focus lies on academic guidance services, career guidance services and psychological counselling services.

8.1. What kind of student services are commonly provided by higher education institutions?

- Academic guidance services
- Career guidance services
- Psychological counselling services
- Other
- No services

8.1.1. Please specify.

8.2. Who are the main users of the services?

All students

8.2.1. Please specify.

8.3. Please provide the main source(s) of funding.

Ministry budget - which is allocated and distributed to each public university.

8.4. What are the main tasks of the services?

better academic orientation and preparation for the labour market; fostering a student-friendly climate at the university

8.5. Please provide any additional relevant comments for consideration regarding your national policies to widen participation.

9. Do you want to answer this section now or later?

Now

10. Does your country's higher education policy focus on promoting the flexible provision of higher education (e.g. changing the intensity of study programmes according to personal circumstance through part-time study, distance learning and e-learning)?

Yes

10.1. Please provide details of specific policy measures.

full time and part time studies distance learning programs transferable credits

11. Does your country's policy on flexible provision of higher education contain a special focus linked to the goal of widening participation for underrepresented groups?

Yes

11.1. Please explain how higher education policy aims to attain this goal.

By endorsing flexible policies in providing education services, we have higher access opportunities for all, in particular for those who find themselves in certain life circumstances.

12. Are there regulations or other policy measures regarding the relationship between employers and higher education institutions in fostering flexible learning?

No

13. Please provide details of these measures.

14. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification) and, if possible, provide approximate percentages of students entering through this route in parenthesis (). If less than five main routes exist, please write "n/a" in the remaining fields.

Route 1: = entry with vocational education high school diploma

Route 2: = entry without birth certificate - for Roma students

Route 3: = entry in part-time programs

Route 4: = no tax system applied

Route 5: = scholarships available for different groups

15. Do higher education regulations and steering documents promote flexible entry to higher education, e.g. through alternative access routes?

Yes

15.1. Please briefly describe these measures.

Law on Higher Education and bylaws

16. PART-TIME STUDY

16.1. In your country, is there any official status other than full-time student?

Yes

16.1.1. If yes, what formal status does exist?

part-time students; distance learnign students

16.1.2. How do you define it?

number of credits, number of courses enrolled, student applications, etc

16.1.3. What are the reasons for offering a different student status?

based on the student request when filing an application for entry to university

16.1.4. How are these students treated differently (e.g. fees, student support, etc.)?

part-time students pay higher fees than full-time students but they can attend courses on the weekends.

16.1.5. Please describe the most common understanding/concept of part-time studies.

16.2. In your country, do you have an explicit policy to encourage part-time study provision by higher education institutions?

Yes

16.2.1. Please describe briefly the main elements and provide the source.

Endorsing part-time programs in different faculties.

16.3. Which one of the following statements best describes the current situation in your country?

Higher education institutions have autonomy to decide, but most of them offer part-time studies

16.3.1. Please specify

17. RECOGNITION OF PRIOR LEARNING

17.1. In your country, is there a legislation regulating recognition of prior non-formal and informal learning?

No

17.1.1. How does your legislation in higher education define prior learning?

17.1.2. Do your steering documents in higher education define prior learning?

No

17.1.3. How do your steering documents in higher education define prior learning?

17.2. In your country, apart from formal learning, what can be taken into account and recognised as prior learning in higher education?

- Prior non-formal learning (e.g. various non-certified courses)
- Prior informal learning (e.g. work experience)

17.3. Prior learning as defined by your steering documents can ...

- be used to gain admission to a higher education study programme
- be taken into account as partial fulfilment of a higher education study programme (e.g. to reduce the required amount of courses to be taken/credits to be gained)

17.4. Based on your steering documents or legislation, can applicants for higher education have prior non-formal or informal learning assessed and recognised?

Legislation expressly permits higher education institutions to implement procedures for validation of non-formal and informal learning

17.5. If recognition of prior non-formal or informal learning is permitted by legislation but is not a right, is it:

Standard practice in most higher education institutions (75% +)

17.6. What measures are in place to ensure that assessment of learning is based on reliable and valid evidence?

Albanian Qualification Framework, approved.

17.7. Is institutional practice in recognition of prior learning explicitly included in the quality assurance processes used to evaluate institutions and/or programmes?

No

17.8. Please provide any additional relevant comments for consideration regarding flexibility of higher education studies.

Part 2.2 BFUG Data Collection on student contributions and support

1. STUDENT FEES AND CONTRIBUTIONS

The focus of the questions is on students, and is not limited to full-time daytime students. Furthermore, all first and second cycle students are included. Third cycle students are excluded except when explicitly mentioned. Similarly, the focus is on home students or equivalent. International students are only included when explicitly mentioned.

1.1. Do you want to answer this section now or later?

2. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind?

Contributions to student unions are not included!

3. In which currency are contributions to higher education institutions and other study costs paid in your country?

in Albanian Lek

4. In principle, which home students at public higher education institutions have to pay fees?

- During studies All students Specific groups of students No answer
After studies All students Specific groups of students No answer

4.1. Which main exemptions to this principle exist in your country?

Students that have earned scholarships, either merit-based or need-based are exempt from paying student registration fees

4.2. Which of the following criteria determine whether a student has to pay fees?

- Need
 Merit
 Part-time/Full-time/Distance learning
 Field of study

5. With regard to fees, are home students in the second cycle treated differently to those in the first cycle?

5.1. In principle, which second cycle students at public higher education institutions have to pay fees?

- During studies All students Specific groups of students No answer
After studies All students Specific groups of students No answer

5.2. What main exemptions to this principle exist in your country?

International Students that study in Albania thanks to a bilateral agreement between Albania and their country of origin are exempt from any fees; students in need may be exempt from fees; excellent students may be exempt from fees.

5.3. Which of the following criteria determine whether a student has to pay fees?

- Need
- Merit
- Part-time/Full-time/Distance learning
- Field of study

6. What is the minimum, maximum and most common amount of fees payable by home students in the first cycle?

Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = 15000 ALL or 150 USD per year in BA programs

Maximum amount = 80000 ALL or 800 USD per year in BA programs

Most common amount = 40000 ALL or 400 USD per year in BA programs

6.1. Which home students pay the minimum and the maximum amount in the first cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

Students in certain fields of study Students in certain faculties or universities (i.e. University of Arts) Students in need Excellent students parti-time students

6.2. Please provide the percentage of students paying the minimum and the maximum amount in the first cycle. If precise data are not available, please provide an estimate.

The universities keep record of the percentage of students enrolled in their first cycle that pay the min or max fees.

7. What is the minimum, maximum and most common amount of fees payable by home students in the second cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = 120,000 ALL or 1200 USD per year

Maximum amount = 150000 or 1500 USD per year

Most common amount = 1200 USD per year

7.1. Which home students pay the *minimum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

students in certain fields of study, students in certain faculties or universities students in need excellent students

7.2. Which home students pay the *maximum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

students in certain faculties or universities students in part-time programs

7.3. Please provide the (approximate) percentage of students paying the minimum and the maximum amount in the second cycle. If precise data are not available, please provide an estimate.

The universities keep record of the percentage of students enrolled in their second cycle that pay the min or max fees.

8. Concerning fees, are international students treated differently in your country from home students?

No

8.1. What is the minimum, maximum and most common amount of fees (including registration, tuition, administration and graduation fees) payable by international students in the first cycle?

Minimum amount =

Maximum amount =

Most common amount =

8.2. According to your country's steering documents, students from which countries are considered international students?

International Students are all students except from native (albania) diaspora and certain neighbouring countries (Kosovo, Albanians from Montenegro, Albanians from Macedonia)

9. Who defines the fee amounts for any student in the first cycle?

Each higher education institution defines its own fees

Higher education institutions can define their fees, but there are limits set by the central/regional authority

Higher education institutions can define their fees, but they have to be approved by the central/regional authority

Fees approved by the Council of Ministers; for part-time students in part-time programs fees are approved by a joint Ministerial order issued by the Minister of Education and the Minister of Finance

Central/regional authority defines the value range of fees

10. Who defines the fee amounts for any student in the second cycle?

Each higher education institution defines its own fees

Higher education institutions can define their fees, but there are limits set by the central/regional authority

Higher education institutions can define their fees, but they have to be approved by the central/regional authority

Fees approved by the Council of Ministers; for part-time students in part-time programs fees are approved by a joint Ministerial order issued by the Minister of Education and the Minister of Finance

Central/regional authority defines the value range of fees

11. Do students have to pay compulsory contributions to student unions/representations?

No

11.1. Please provide the payable amounts and explain differences between cycles and students, where they exist.

12. Do you want to answer this section now or later?

Now

12.1. Please identify the main focus of your country's student support system.

Grants and/or scholarships for students

12.2. The following questions deal with public grants and loans separately. If there is a combined system of grants and loans in your country, please provide information about your system here. In this case, please still answer the questions on grants/scholarships and loans, keeping in mind the relevant parts of your combined system.

13. PUBLIC GRANTS AND SCHOLARSHIPS

13.1. Does any student receive public financial support in the form of grants and/or scholarships?

Yes, first cycle students only

13.2. Which first cycle students are eligible for grants and/or scholarships?

Specific groups of students

13.2.1. Which groups of students receive grants and/or scholarships?

- Need-based
- Merit-based
- Part-time/Full-time/Distance learning
- Field of study

13.2.2. What percentage of first cycle students receives a grant and/or scholarship?

5

13.3. What is the minimum, maximum and most common value of grants/scholarships available to first cycle students in higher education?

Minimum = 4300 ALL or 43 USD per month

Maximum = 8700 ALL per month or 87 USD per month

Most common = 8700 ALL per month or 87 USD per month

13.4. Which second cycle students are eligible to receive grants and/or scholarships?

Please choose..

13.4.1. Which groups of students receive grants and/or scholarships?

- Need
- Merit
- Part-time/Full-time/Distance learning
- Field of study

13.4.2. What percentage of second cycle students receives a grant and/or scholarship?

0

13.4.3. What is the minimum, maximum and most common value of grants/scholarships available to second cycle students in higher education?

13.5. What percentage of all students receives a grant and/or scholarship?

5

14. STUDENT LOANS

14.1. In your country, can any student take out publicly subsidised or guaranteed loans to cover their expenses of higher education studies?

No student

14.2. Are all first cycle students eligible to receive loans?

Please choose..

14.2.1. On what criteria are the groups of first cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

14.2.2. What is the minimum, maximum and most common value of loans that first cycle students receive? Please provide the amount per year.

Minimum first cycle =

Most common first cycle =

Maximum first cycle =

14.2.3. Are all second cycle students eligible to receive loans?

Please choose..

14.2.4. On what criteria are the groups of second cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

14.2.5. What is the minimum, maximum and most common value of loans that second cycle students receive? Please provide the amount per year.

Minimum second cycle =

Most common second cycle =

Maximum second cycle =

14.3. If different types of loans exist in your country, please provide the details here.

14.4. What percentage of students takes out loans?

In the first cycle = 0

In the second cycle = 0

Of all students = 0

14.5. Are student loans publicly subsidised or guaranteed?

Please choose..

14.5.1. Please explain the form of this guarantee/subsidy.

14.5.2. What conditions govern the cancellation or reduction of a state guaranteed/subsidised debt incurred by students after completion of their study period?

- Income too low
- Studies successfully completed on time
- Exceptional merit in studies
- Age or length of period in debt
- Disability
- Parenthood
- Death

- Early repayment of loan
- No debt cancellation
- No debt reduction

14.6. Please provide any additional relevant comments for consideration regarding your grants and loan system.

We are in process of devising a new financing system in higher education which foresees student loans, which will be applied for the first time in Albania

15. Do you want to answer this section now or later?

Now

16. Do any student's parents receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

- 1st cycle Yes No No answer
- 2nd cycle Yes No No answer

17. Which students' parents are eligible to receive such non-tax based benefit?

Please choose..

17.1. What are the criteria upon which eligibility is decided?

- Income of parents too low
- Income of student too low
- Age of student (child)
- Disability
- Parenthood of student (child)
- Other

17.1.1. Please specify.

17.2. Are parents of students in the first or in the second cycle treated differently?

Please choose..

17.2.1. Please explain the difference.

18. Can the parents of any student enrolled at a higher education institution receive tax-based financial benefits (tax relief)?

Please choose..

19. What are the forms and values of the granted tax relief? The information you enter may be an absolute amount or a share of a person's taxable income expressed as percentage.

19.1. Is there a difference for parents whose children are first or second cycle students?

Please choose..

19.2. Please explain the difference.

20. Please provide any additional relevant comments for consideration regarding your benefits for students' parents (including guardians).

21. Do you want to answer this section now or later?

Now

22. Does any student receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

1st cycle Yes No No answer

2nd cycle Yes No No answer

22.1. What are the criteria to determine who is eligible?

- They are enrolled as a student at a recognised higher education institution
- They are under a certain age (please specify)
- They have another particular civil status (e.g. married, parenthood, other)
- Income-dependent

23. In your country, do any forms of public non-cash student support exist?

1st cycle Yes No No answer

2nd cycle Yes No No answer

24. What forms of public non-cash student support exist?

Subsidised accommodation: 1st cycle

Subsidised accommodation: 2nd cycle

Subsidised health insurance: 1st cycle

Subsidised health insurance: 2nd cycle

24.1. Please specify the details of existing subsidies.

subsidised accommodation up to 50% of the total cost of accommodation in student dormitories

25. Who is eligible to receive such non-cash support?

- Subsidised accommodation All students Specific groups of students based on pre-defined criteria No answer
- Subsidised health insurance All students Specific groups of students based on pre-defined criteria No answer
- Other subsidies All students Specific groups of students based on pre-defined criteria No answer

25.1. What are the criteria to determine who is eligible?

- Income of parents too low
- Income of student too low
- Age of student
- Disability
- Parenthood of student

25.2. Is there a difference in eligibility between first and second cycle students?

No

25.3. Please explain the difference.

no differentiation

26. Please provide any additional relevant comments for consideration regarding public non-cash student support.

27. Do you want to answer this section now or later?

Now

28. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

- Student
- They hold and employment contract with a HEI

employed

employed at any entity

28.1. Please explain why you selected multiple options?

In Albania, students who wish to pursue PhD studies and meet the minimum criteria and have scored high grades, they are eligible to apply to a university. They can be ongoing students or employed persons, either at a university or a public or private institution.

28.2. Are there differences between students of different subject areas?

Yes

28.3. Please explain the difference.

Criteria for admission in PhD studies differ per each program or field of study (medical students vs. law students)

29. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?

Self-financing

30. Please explain any differences in the fees they are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.

Fees differ per different PhD programs (medical faculty fees vs. law faculty fees).

31. Please explain the nature of the contracts candidates preparing a PhD have with their higher education institution.

Such contracts link PhD candidates with their Faculty of choice; these contracts stipulate the obligation of the student and the faculty (i.e. duration of study)

32. Please specify any fees third cycle candidates that are typically neither "fully student" nor "fully employee" have to pay, as well as any support that may be provided.

Fees in PhD studies amount to 1500-2500-3000 USD per the entire course of PhD, depending on the field of study. Fees are non-differentiated.

33. Please provide any additional relevant comments for consideration regarding your doctoral education.