

ANALYSIS OF THE QUESTIONNAIRES

Private higher education providers
Kosova

Quality of teaching and learning

1. The curricula offered range from 3 (Evolucion) to 18 (AAB-RIINVEST)
2. According to the feedback obtained the curricula are
 - structured according to the Bologna Process with a workload of 180 ECTS for the bachelor and 120 for the master studies
 - societal requirements are considered at least partly
 - the curricula are based on the requirements of the market

Quality of teaching and learning

- stakeholders are involvement in the elaboration of curricula via different approaches – either directly via boards of the industry, offices of the university, commissions, agreements with public or private bodies, analyses and researches
- the procedures of stakeholder involvement are lacking closer description

Teaching personnel

The criteria for recruitment of teaching staff are mostly regulated by the statute of the PHEPs.

Depending on the position announced a Master or PhD degree are required.

Further criteria are teaching experience and the publication of research papers.

Positions offered are either permanent or temporary. The range varies from less than 30% to 70% permanent staff.

The positions are usually advertised publicly via the PHEPs web site, radio, television and other electronic or print media.

Teaching personnel

The positions are usually not advertised internationally.

Teaching personnel is appointed by a selection panel.

In 30% of the cases there are external experts on the panel, while the other PHEPs either had no external expert (20%) or only in special cases (50%).

The selection criteria matched with the recruitment criteria and were title, teaching and research experience/output.

Teaching personnel

The selection criteria are published either via the web site (statute) or in the advertisement.

In most cases target agreements are negotiated with the teaching personnel.

The quality of teaching in relation to the educational objectives is monitored (8 out of 10) by the responsible QA office or staff.

Monitoring is done mainly via student evaluation, in a few cases there are class inspections and performance evaluations.

Teaching personnel

Most PHEPs offer awards for very good and innovative teaching.

Continuing scientific education is enabled and supported in approximately 50% of the PHEPs via professional trainings, while the remaining treat this as a key issue, however, currently cannot provide the necessary financial support.

Students

The student enrollment requirements are:
successful completion of secondary school and national exam. In the majority of PHEPs there is also an admission exam and/or interviews (not all PHEPs were precise on this issue).

Students are actively involved in teaching evaluations: anonymous questionnaires and other surveys

In the majority there are no additional qualifications offered for students.

Students

40% of the PHEPs offer at least one joint study program with an international higher education institution.

Student support services in general include IT service, international office and access to scientific literature; several PHEPs also offer a career centre, consultations with the teaching personnel and language courses.

E-learning courses are usually not offered.

The drop-out rate lies between 1.2 and 30% and appears not to depend on particular curricula.

Students

The majority of PHEPs monitors drop out rates.

All PHEPs have a graduate survey system, which is primarily organized by career centres.

Career centres or alumni associations keep contact with the graduates.

Quality of research and development

Almost all PHEPs consider themselves as research institutions.

Research is mainly financed via tuition fees, private enterprises and international funding sources.

Access to international literature for researchers, teachers and students is provided at differing extent by own libraries, access to Kosova National Library, access to electronic databases and international scientific journals.

According to the feedback research infrastructure appears to be underdeveloped.

Quality of research and development

The majority of the PHEPs is not involved in national/international research projects.

In most cases research achievements are reported to be published nationally via for example journals of the institutions, or internationally.

Although not all institutions were precise on this question the support of research and researchers is primarily a financial one – even personal.

Furthermore, support was found to be provided also for publications, methodological trainings, international conferences etc.

Quality of research and development

Research appears to be evaluated regularly by either Peer review (40%) or internal commissions (30%).

In most cases budget allocation depends on the outcome of research evaluation.

The majority of PHEPs have a policy to prevent fraud and/or plagiarism.

Quality of administration and student support services

Student support services are evaluated by questionnaires and consultations, in some cases external reviews.

In most instances there is no benchmarking against national or international norms.

Process optimization procedures are usually not applied.

The quality of administration is usually evaluated by questionnaires. There is only one PHEP in which internal and external evaluations have to be realized.

The majority of PHEPs offers continuing training for staff providing administrative support or support services.

Quality of management

The majority of PHEPs (40%) have a management elected for a certain period, while others have either a permanent (30%) management or one that has a mixed composition.

30 % of institutions have an external advisory board including also international members.

60% of institutions have an external supervisory board, mostly with international members.

The external members of the boards are recruited from the particular fields addressed in the studies and/or national and international as well as governmental institutions.

Quality of management

Management is evaluated by different measures such as questionnaires, consultations by the board or other internal and external mechanisms.

The management of all PHEPs released a strategic development plan and an operational plan.

Gender mainstreaming is an issue in the majority of the PHEPs.

Quality assurance office

All PHEPs have established a quality assurance office. The questionnaires, however, were not precise in every case concerning number of employees and the quality assurance measures.

In most cases the personnel of the quality assurance offices did not receive any training.

Therefore there is a requirement for additional training, in particular teaching evaluations, international standards, credit transfer system, Bologna Process, research evaluation, ..