University of Prishtina, Faculty of Arts

Visual Arts / Ma

Accreditation

REPORT OF THE EXPERT TEAM

May 2021, Prishtina (Kosovo)

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1. INTRODUCTION

1.1. Context

Date of site visit: 7th of May 2021

Expert Team (ET) members:

- *Prof. Diana Milcic*

- *Prof. Oana Sarbu*

Coordinators from Kosovo Accreditation Agency (KAA):

- Naim Gashi, Executive Director of KAA

- Shkelzen Gerxhaliu, Senior Officer for Evaluation and Monitoring

- Arianit Krasniqi, Senior Officer for Evaluation and Accreditation

- Leona Kovaci, Senior Officer for Evaluation and Monitoring

- Ilirjane Ademaj, Senior Officer for Evaluation and Monitoring

Sources of information for the Report:

- *Self-Evaluation Report of the Faculty of Arts – University of Prishtina*

- *The official website of the University of Prishtina*

- *Online evaluation meeting* 7th of May 2021

Subsequently requested documents:

- *list of participants presents at meetings*

- *Self-evaluation report from 2016.*

- *Syllabi for all course*

- *learning outcomes for study program MA*

- *FA strategy document, research strategy*

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- *List of partnership projects (pp 128)*

- *list of FA publications in the past five years (books, papers,..)*

- *Regulation for academic staff – personal responsibilities (pp 157)*

- *Annual reports and plans of QA at FA (not at the university level) for the last three academic years*

- *The Action plan*

Criteria used for program evaluation:

- *Kosovo Accreditation Agency, Accreditation manual, July 2018*
- *Kosovo Accreditation Agency, The manual for external evaluation of higher education institutions, February 2021*

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Abbreviations

EHEA   European Higher Education Area

ET   Expert team

FA   Faculty of Arts

VA   Visual Arts

HEI   Higher Education Institution

KAA   Kosovo Accreditation Agency

OFQA   Office for Quality Assurance

SER   Self-evaluation report

SWOT   Strength, Weaknesses, Opportunities, Threats

UP   University of Prishtina

1.2. Online evaluation meeting schedule

7th May, 2021

09.00 – 09.40   Meeting with the management of the faculty where the programme is integrated

09.45 – 10:30   Meeting with quality assurance representatives and administrative staff

10:30 – 11:15   Lunch break

11:15 – 12.15   Meeting with the heads of the study programme 1. Visual Arts BA

12:20 – 13:20   Meeting with the heads of the study programme 2. Visual Arts MA

13:25 – 14:05   Meeting with teaching staff

14:10 – 14:50   Meeting with employers of graduates and external stakeholders

14:50 – 15:00   Internal meeting of KAA staff and experts

15:00 – 15:10   Closing meeting with the management of the faculty and program

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1.3. A brief overview of the institution and program under evaluation

University of Prishtina (UP) is the main national higher education institution in Kosovo. It was established in 1969 by the Assembly of SAP Kosovo, which enacted the Law on the Establishment of the University. University of Prishtina provides education, research and serves to the society. It provides artistic creativity, professional counselling and other areas of academic activities. The Statute of the UP specifies the rules and processes at the University. The same Statute has been updated in 2012. The UP consists of 14 faculties/academic units, it has around 1200 employees of which around 900 are academic staff. The UP has more than 40 000 students, studying at all levels, bachelor master and doctoral

The Faculty of Arts (FA) was established in 1973, the first programme in its structure being Visual-Arts. The faculty has continuously developed, so that in 1975 was established the Music Art programme and in 1989, the first section of Dramatic Arts – Acting.

In 2016, the following study programmes were accredited by KAA at the Faculty of Arts, Department of Visual Arts:

- Visual Arts – Ba with 5 profiles (*Painting, Printmaking, Sculpture and Conceptual Art* and *New Media*)
- Applied Arts – Ba with the profile of *Graphic Design*
- Visual Arts – Ma with 5 profiles (*Painting, Printmaking, Sculpture and Conceptual Art* and *New Media*)
- Applied Arts – Ma with the profile of *Graphic Design*

Taking into account the needs of the labour market and the institutional strategy for development and sustainability, the Faculty of Arts requested at this time the accreditation for only one bachelor programme Visual Arts with 7 profiles (*Painting, Printmaking, Sculpture, Drawing and Illustration, Communication Design, Conceptual Art and New Media, Innovation Design)* and only one master programme Visual Arts with 7 profiles *(Painting, Printmaking, Sculpture, Drawing and Illustration, Communication Design, Conceptual Art and New Media, Innovation Design)*

Consequently, the external evaluation process is carried out in order to accredit the following programme:

Master programme Visual Arts *(Painting, Printmaking, Sculpture, Drawing and Illustration, Communication Design, Conceptual Art and New Media, Innovation Design)*

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2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

According to the SER, additional documents received by the ET and to those discussed and mentioned in the online evaluation meeting the mission of the programme is *to prepare aspiring professionals in the fields of visual arts by delivering excellent undergraduate and graduate degrees*, linked to the University of Prishtina mission, *to provide professional education by following up-to-date scientific developments in their respective fields of study*. At the same time, Visual Arts programme responds to the needs of the labor market and that was repeated by labor market representatives during the online meeting.

The SER indicates that development of the University and its study programmes are consistent with the National Qualifications Network and the Framework for Qualifications of the EHEA. Particularly, from the discussions with the teaching staff and with employers it could be confirmed during the online evaluation meeting that there is academic and professional advice included in the definition of learning outcomes.

In fact, it is difficult to talk about a programme. Each profile represents a programme, with other expected competencies and leading to other possible professions. Each profile is well-defined overarching didactic and artistic activities concept, but research is not yet fully understood and implemented at programme level.

UP has formal policies, guidelines and regulations referred to in the SER dealing with responsibilities relating to the management and delivery of programmes, behaviour and to recurring procedural and academic issues. Specifically, these are referred to as a range of documents relating to academic integrity, internal and public accountability and a Code of ethics approved in 2013. Nevertheless, the Code of Ethics is not revised on a regular basis and it does not generate a public report to reveal its results. The mentioned documents are listed in the Additional documents provided, some of them are available on the official website of UP (during the evaluation process, the UP site was under-construction and it was quite difficult to follow the links in order to check the transparency of information), but unfortunately unknown for a part of the academic community. Some information is not up to date at the Faculty of Arts level (https://arte.uni-pr.edu/getattachment/Shpallje/Rregullorja-e-studimeve-themelore-dhe-master---2011.pdf.aspx), according to the institutional regulations on the same area.

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As will be detailed in Standard 2.2, the processes of continuous evaluation and improvement are not fully integrated in daily activity, but there are compulsory accreditation and re-accreditation procedures established and regularly conducted by KAA on a regular basis.

Compliance level: <u>substantially compliant</u>

ET recommendations:

1. *Ensure that all internal regulations, procedures and decisions of governing bodies are publicly available on the web page of the institution/ faculty in easily available locations.*

2. *Find ways to inform the academic community about regulations, methodologies and involve it in the institutional processes etc.*

3. *Adapt all policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years.*

2.2. Quality management

According to the SER and to the additional documents provided by the University, the quality assurance system at University of Prishtina is regulated by a set of Internal Regulations and the Regulation on Quality Assurance in line with the legal framework in Kosovo, such as the Law on Higher Education, the Administrative Instruction on the Accreditation of Higher Education Institutions in Kosovo and the European Standards and Guidelines (ESG). The regulations describe processes, mechanisms, instruments, reporting, data collection, timeframes, responsibilities, and units involved in the processes.

Teachers met during the online site-visit seem not be familiar with the functional regulations for QA. Certain issues have been identified by teachers as enforceable, but they have not been able to identify a regulation in this regard, whether it is public or not.

Quality assurance processes and management at the overall institutional level are managed by the Office for Academic Development, which closely cooperates with Central Commission for Quality Assurance and quality assurance coordinators at the faculty level as well as with the Vice-Rector for Development and Quality.

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At Faculty of Arts level and, especially at Visual Arts programme level is not evident that the QA processes are fully implemented in a formal way. SER and, the additional documents provided do not present periodic analyzes of the activity or of the data obtained by applying tools such as questionnaires. The University provided as additional documents a strategy, an action plan, a yearly report, etc at Faculty level or Visual Ats level. ET members have had the opportunity to evaluate other programmes within the same faculty in recent months, and the documents submitted on that occasion do not resemble the structure and content of what has been presented now. It is not at all clear if strategy, action plans, analyses of questionnaires, internal QA reports etc. really exist as a result of the internal quality assurance system, or if they are designed only for the external evaluations, without relying on clear evidence.

Learning outcomes are evaluated on course level by assessment, which includes attendance, homework, interactive exercises, final exam, according to the specifics of profile. The evaluations are well designed to demonstrate that the expected competencies have really been achieved by students.

The UP Internal QA processes provide an overview of quality issues for the overall program as well as of different components within it. It is a very specific field, *a small world*, so the university's relationship with students, graduates and the labour market is almost a personal one and this aspect somewhat replaces the formal internal quality assurance processes.

UP uses regular survey with students and staff. The institution implements semester survey with students, considering teaching processes and students facilities, but the results of the surveys are not made publicly available. Also, the questionnaires are the same for all university students, not being adapted to specific needs in certain fields, such as the field of visual arts. The University organizes informal consultations with different stakeholders as graduates or employers, but it is necessary to do this in a formal and regular way, applying periodical surveys.

Workload is documented in the SER and appears to be adequate. Even if this external evaluation process aims the accreditation of the programme, some results of course evaluation, academic success and employment of graduates are available for the existing programme, before the reorganization.

The QA assurance system and processes are regularly evaluated by the Kosovo Accreditation Agency and updated according with KAA requirements.

Compliance level: <u>partially compliant</u>

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ET recommendations:

1. *Increase the internal commitment for the constant quality improvement and develop the quality culture across the faculty and particularly across the programmes.*
2. *Integrate evaluation processes and planning for improvement into normal planning processes at faculty level.*
3. *Ensure that the QA system and the data collection instruments cover the whole range of programme's activities.*
4. *Conduct regular evaluations to produce self-evaluations reports that provide an overview of performance at programme level.*
5. *Adapt the questionnaires to the specifics of the Faculty and the small groups of students ensuring the students anonymity*
6. *Publish the results of the satisfaction surveys so that to increase the transparency and trust in these instruments, which can support the institution in safeguarding its response rates.*
7. *Establish internal mechanisms for monitoring the quality of scientific/research or artistic work that will be effectively implemented in practice.*

2.3. Academic staff

The Statute of the University of Pristina is the main regulations document. The Code of Ethics is based on the Statute, and aims to establish the rules of conduct for the academic staff. It must be applied at all Faculties. The objective of the Code is "to encourage all academic staff to be free to pursue and teach what is true, in line with the relevant academic research standards". Most staff act in accordance with the above statement. Most of them have professional titles (formal qualifications) and a proven track record of academic activities in the chosen area.

According to the statement in the SER, for the study program MA Visual Arts is engaged a total of 25 regular academic staff. The teachers are selected according to the "Regulation on the selection/re-election and promotion of academic staff", which clearly defines which academic staff could occupy what teaching position. The faculties staff formally consists of full

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professors, associate professors, lecturers and teaching assistants. Staff ranking is determined by educational, scientific and service criteria.

It is evident from the formal staff profiles, CV submitted prior to the review, that academic staff has the experience, both professional and teaching, to deliver an effective high-level learning experience through relevant programmes and curricula for students.
The Faculty staff have been provided with relevant training opportunities and improvement of teaching competencies and skills through the Centre for Teaching Excellence of the University of Pristina. Unfortunately, according to the documents, only two teachers finished that training.

Each member of the academic staff is provided with a contract and is assumed job description which specifies exactly what are the duties of academic staff vis-a-vis students, research work, and administrative work. The impression was gained that all employees are not aware of all their duties. The responsibilities and duties of staff, which all staff agree, are regular teaching, material design, and student consultations.

Academic staff evaluation is conducted regularly by students each semester, but from available data provided, in the documentation and the panel discussion, it is not clear whether they are implemented as self-evaluation, or peer and superiors' evaluations, and do they occur on a formal basis at least once each year. The aim of teaching observations, peer and superiors' evaluations, is to enable academic staff to receive feedback from their colleagues as part of a process of reflection on teaching performance.

Compliance level: <u>substantially compliant</u>

ET recommendations:

1. *Continue evaluating and improving the standards of quality of teaching and learning.*

2. *Implement self-evaluation, peer and superiors' evaluations for the teachers.*

3. *Motivate academic staff to finish some workshops in the Centre for Teaching Excellence, as a precondition to be a teacher, especially for a young staff*

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4. *The results of the conducted surveys should be publicly available as a complete presentation without specifying names.*

2.4. Educational process content

The curriculum covers a broad range of qualifications required to work as a designer in local or regional companies, professional firms in the field. The MA Visual arts program is primarily based on enhancing and implementing design skills in multidisciplinary products.

The study program, generally, has a good ratio of the number of subjects, the number of hours and the corresponding ECTS. The subjects within the study program are, generally, well harmonized with the needs of the labour market and comparable to similar programs offered in the region and beyond.

The disciplines represented in the curriculum are provided in a logical flow and they meet the defined competencies at a general level. At the study program level are intended nine learning outcomes that contain a sufficient number of comprehensible specificities.

Student learning outcomes state what students are expected to know or be able to do upon completion of a course or program. At both the course and program level, student learning outcomes should be clear, observable and measurable, and reflect what will be included in the course or program requirements. For this reason, it is necessary to reformulate the learning outcomes. Learning outcomes should start with an active verb and must be measurable. A well-written learning outcome will focus on how the student will be able to apply their new knowledge in a real-world context.

Overall, not much information was provided about the why and how of the curriculum's structure, however, the definition of the learning outcomes at the program level corresponds to level 6 of the European Qualifications Framework in general.

The courses have the full course description within the curriculum has analytical syllabuses which comprise all necessary data but the syllabi provided reveal uneven quality levels of course descriptions. This could be improved by making template with clear and explicit explanation of what the course description has to contain.

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Some courses descriptions are developed in a very traditional way emphasizing mainly the provision of knowledge. The minority of syllabi is characterized by using active verbs for defining learning outcomes at the course level. A well-written learning outcome will focus on how the student will be able to apply their new knowledge in a real-world context.

The teaching method, which is in used, is an interactive method, where the student conducts seminars, different various projects for different subjects, as well as field research works required for this level of study. The teaching strategy is presented in a rather normative way without giving information on how it is implemented in the study program practically. Further information on how an important concept such as student-centered learning is implemented was not provided. The structure of teaching mainly relies on lectures combined with exercises.

An impression was gained, from the presented information, that there is complete lack of e-learning and online teaching as key elements of a modern teaching strategy.

The past academic year has provided good opportunities and fundament for further development elements of online teaching and e-learning, but these possibilities were not used and not shown in Syllabi.

In the study program proposal, it is proposed that almost all subjects are to be taught over two semesters during the academic year. The study program proposer considers that due to the specificity of the study, this is the best solution. However, due to the harmonization of the study program with similar programs in Europe and greater and easier mobility of students across Europe, it is recommended that subjects will be one-semester long.

Teachers believe that they have a well relationship with students because they have a lot of experience in working with students. At the beginning of the semester, learning outcomes are explained to help students understand their relevance to student's development.

It is foreseen the given the teacher's experience in working with students, that appropriate, valid and reliable mechanisms will be used for verifying standards of student's achievement.

Compliance level: <u>partially compliant</u>

ET recommendations:

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1. *Review all courses regarding a consistent, state of the art use of learning taxonomies and active verbs for defining learning outcomes.*

2. *It would be necessary to provide the full course description within the curriculum has analytical syllabus which comprise all necessary data for all courses.*

2.5. Students

From the beginning it should be mentioned that the evaluation of all the standards was difficult because the external evaluation was considered accreditation and the ET did not meet students of the programme, only graduates who were able to partially confirm the fulfilment or not of some indicators.

The evaluation process has confirmed the presence of information, outside the documents supplied in advance of the visit, that demonstrate institution-wide arrangements for student admissions, rights of representation, student's transfer, student feedback via 'satisfaction surveys.

All students who will be enrolled in the master programme must own a bachelor's degree.

The study groups for each profiles of the programme are dimensioned to ensure, on the one hand, an effective and interactive teaching and learning process and, on the other hand the needs of the labor market, which can receive a limited number of graduates of these profiles.

The evaluator assumes that students will get feedback on their results according to UP internal regulations in QA.

The results obtained by the UP's students throughout the study cycles are certified by the academic record.

According to the information provided, there are processes in place at institutional level to collect and analyse data referring to the student progression and drop-out rates. The institution also collects data on students' satisfaction with their programmes, the learning resources, and administration and support services. The Faculty of Arts was not able to provide an internal QA Report (excepting the report prepared for the external evaluation provided by KAA in 2016), internal analyses based on real evidence and data analyses.

Flexible treatment of students in special situations is not ensured in a formal way. It is flexibility, only through openness and understanding of teachers.

The UP established different regulations to deal with academic misconduct, including plagiarism and other forms of cheating. Until then, there are no procedures in place to guarantee the originality of the submitted work. Given the specificity of the programme, clear strategy on copyright must be added to the anti-plagiarism strategy.

The members of the teaching staff and the management of the programme confirmed in the interviews that time is available for individual counselling. The small number of students, the type of learning processes that involve the continuous interaction between teachers and students, is a guarantee of communication beyond the established schedule.

Compliance level: substantially compliant

ET recommendations:

1. *Ensure and formalise different ways to support students in special situations.*

2. *Clear definition of a procedure regarding academic appeal and its consistent application.*

3. *Regulate alternative mechanisms to ensure the originality of the work submitted by students as prevention activities, dedicated workshops, courses etc.*

2.6. Research

The self-evaluation report does not contain information on the research development plan of the Faculty of Arts nor does it give information on the research plan of the study program regarding the reflection of scientific / applied research objectives.

The Faculty of Arts provided the documents "Research Strategy of Faculty of Arts and Department of Visual Arts" and "Strategic Plan of Faculty of Arts and Department of Visual Arts ", subsequently forwarded on request. The mentioned documents are without data who brought it, approved it and when, and on what period of time it refers to.

But form the both documents it is not clear what the objectives of the research The document "Strategy Plan" has to specify the exact objectives, actions and timing of actions.

It is not possible to find information about research and research policy not even at the University of Pristina web homepage under section Scientific research. The section Scientific

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research consists of nine subsections, however, almost all of them are empty. Even on web page listed in the additional document (the Scientific research https://uni-pr.edu/page.aspx?id=1,53 and Publishing and research https://uni-pr.edu/page.aspx?id=1,18), it is not possible to find any information about research, publication or exhibition.

Since it is a study program of visual arts, every academic staff should, if he or she does not have the opportunity to publish a scientific and applied research paper, has at least two exhibition or work on a joint project with colleagues or students. From the discussion with teaching staff it can be concluded that some teachers are already working with students on joint projects but this data is not recorded anywhere. Academic staff should publish papers and artistic work under name of the Faculty.

According to the SER and discussion during site visit research concept at the program level depends a lot on the academic staff which is very motivated. However, the study program has to define and develop its own research priorities and objectives.
The presented results of scientific and artistic work of academic staff are insufficient.

According to the available data, statistics on the number of published papers of academic staff and researcher it could be noted that they did not produce at least an average of one scientific /applied research publication or artistic outcomes/product per year for the past three years.
Policies establishing intellectual property rights and clear procedures for commercialization of ideas do not have provided in the contract with academic staff or another document, which stipulates that intellectual property rights in any work related to or created by the employee during the employment relationship (during working hours and in the workplace), is counted as the work of the employer and is given the full guarantee of the holder.

Compliance level: <u>partially compliant</u>

ET recommendations:

1. *The study program needs to add the applied research objectives based on the priority areas of research.*
2. *Provide clear policies for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.*

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3. *Define the research strategy with all the necessary elements (action plan, responsible persons, execution deadlines, measuring method of the action execution)*
4. *Establish the policies for ownership of intellectual property and set out the clear procedures for commercialization of ideas developed by staff and students.*
5. *Improve networking with international universities and/or international researchers in the interest fields. Try to establish joint organisation of research conferences.*
6. *Stimulate students and researchers to apply for the independent research grant and funds from the external funding, donors and projects.*
7. *Define higher influence of the published research papers and scientific publications in the career development for the teachers and assistants*

2.7. Infrastructure and resources

First, ET should mention the fact that regarding the learning resources and facilities, the evaluation was made on the basis of the information received from the institution and those declared by the participants in the meetings during the online site visit.

According to the additional documents submitted, the allocated budget can ensure the operation of the programme, but not its development.

Based on the discussions taking place during the online site visit, the facilities respond to the needs of education and artistic creation in accordance with the areas where the educational process takes place; there are not enough facilities and learning resources for students and staff with physical disabilities or other special needs. It is true that so far, no students in such situations have been enrolled, but for a fair education you need to be prepared, otherwise such students will not have any chance.

The FA library operates in two locations: The Contemporary Art Center at National Library and Art Centre at University Library. In addition to the library, teachers and students have access to a selection of electronic databases and e-journals through the Kosovo Consortium made available online thought the SEMS. The E-book SEMS is a service agreement between the National and University Library of Kosovo and the Ministry of Education, Science and Culture that provides academic and scholarly content to anyone online with an Kosovo Service Provider and an Kosovo IP number. The software used in the educational process covers the training needs, is updated and offered to both teachers and students.

Considering the small number of students compared to the number of classrooms, the programme seems to provide conditions for carrying out theoretical and practical activities.

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Compliance level: <u>substantially compliant</u>

ET recommendations:

1. *Ensure that the financial plan at the study programme level is realistic, based on sustainable data.*
2. *To explore the possibility that the teaching-learning activities within the programme take place in the same building.*
3. *Ensure suitable arrangements are made for the infrastructure and facilities to accommodate students with special physical difficulties.*

3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

First of all, the Panel would like to commend the programme development team for their proactive engagement with the Panel during the validation event. The Panel is very pleased with the level of optimism and positive atmosphere among all interviewed groups. The communication between the students and the management seems to be very open and on an admirable level.

The master programme of Visual Art, at the University of Prishtina responds to a clear need for training at the national level in the fields. Culture is a national asset, and such programme contributes, in addition to training, to the preservation of cultural identity and its promotion. The programme should be supported more by institutional management, there should be institutional policies and regulations clearly dedicated to its specifics.

Having considered the documentation provided and discussed it with the programme development team, the Evaluation Panel recommends the following:

Standard	Compliance Level
1. Mission, objectives and administration	Substantially compliant
2. Quality management	Partially compliant
3. Academic Staff	Substantially compliant

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4. Educational Process Content	Partially compliant
5. Students	Substantially compliant
6. Research	Partially compliant
7. Infrastructure and resources	Substantially compliant
Overall Compliance	

The overall compliance is assessed by the experts at the level of **Substantially Compliant**.

However, the following recommendations need to be considered in relation to programme accreditation:

1. *The self-evaluation report provides a lot of significant information, but to enable proper evaluation, more documents mentioned in the self-report should be attached. Besides the lack of the documents, all attached documents need to be translated into English. Without these documents, it is hard to properly evaluate and give recommendations for improvement.*

2. *Regarding evaluation of staff performance, it is suggested that the following criteria are integrated into individual staff records:*
   • Systematic collection of data career progression and feedback from alumni and include their opinion in learning process;
   • Peer observation of teaching as required (with development of appropriate observation criteria);
   • Regular staff appraisal in terms of identifying staff development requirements;
   • Staff membership in the educational and professional bodies;
   • Staff involvement in learning and teaching research initiatives;
   • Participation in learning and teaching events and conferences, the Faculty should develop effective policies for teachers' improvement.

3. *The Panel detected various discrepancies between the formulation of learning outcomes that led it to conclude that the Faculty does not have clear and uniform learning outcomes methodology. It is strongly advised to formulate a precise methodology of defining learning outcomes and apply it.*

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4. *It would be necessary to further develop and integrate e-learning as a form of teaching strategy and provide online courses that are feasible to specifically needs of students.*

5. *Increase the internal commitment for the constant quality improvement and develop the quality culture across the faculty and particularly across the programmes.*

6. *Integrate evaluation processes and planning for improvement into normal planning processes at faculty level*

7. *The Faculty has developed quality policy and procedures that include regular collection and analyses of relevant data with the purpose of ensuring and improving the quality of all institutional activities, especially student participation. Nevertheless, there is room for improvement, especially in quality improvement eg. standardization of syllabuses.*

8. *Ensure suitable arrangements are made for the infrastructure and facilities to accommodate students with special physical difficulties.*

9. *To achieve greater publicity about Faculty and its activities, it is recommended to set up a separate active Faculty's page where student and teacher achievements and all faculty activities would be presented. This would enable the public to be better acquainted with Faculty's capabilities and working methods.*

*In conclusion, the Expert Team considers that the study program Visual Arts / MA, program offered by University of Prishtina, Faculty of Arts, Department of Fine Arts is **Substantially compliant** with the standards included in the KAA Accreditation manual and, therefore, recommends to **accredit** the study program for a duration of **three** years with a number of **50** students to be enrolled in the program.*

Expert Team

Chair

Diana Milčić   31. 5.2021

Member

_____

Oana Sârbu   31.05.2021