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UNIVERSITY OF PRISHTINA

RE-ACCREDITATION

MA Master in Subject Teaching (7 specialization)

REPORT OF THE EXPERT TEAM

March



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1. INTRODUCTION

1.1. Context

Date of site visit:

Expert Team (ET) members:

- Dr. Juliette Torabian
- Dr. Milan Pol
- Dr. Elene Jibladze
- Mr. Domagoj Švigir, Student Expert

Coordinators from Kosovo Accreditation Agency (KAA):

Sources of information for the Report:

1. The KAA updated manual for accreditation
2. The KAA manual for external reviewers
3. The KAA manual Annex 4.3 template for external reporting
4. Faculty of Education self-evaluation report of MA master in subject teaching (with specialization)
5. Course description of MA master in subject teaching (with specialization)
6. Detailed yllabi, budget plan, and comparability files on MA master in subject specialization

Criteria used for program evaluation:

The experts team followed the program re-accreditation assessment areas and respective performance indicators, developed by Kosovo Accreditation Agency that are presented in Accreditation Manual – 2022.



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1.2. Site visit schedule

Date: 29th March 2024

Expert Team

- Dr. Juliette Torabian
- Dr. Milan Pol
- Dr. Elene Jibladze
- Mr. Domagoj Švigir, Student Expert

Coordinators of KAA

- Shkelzen GERXHALIU, Director of Department for Follow-up and Monitoring procedures
Kosovo Accreditation Agency

Site Visit Program

Program Accreditation Procedure at UP, Faculty of Education	
Programs:	Subject Teaching (with 7 specializations), MA Educational Sciences (with 4 specializations), MA Innovation and Quality in Education, MA
Site visit on (hybrid):	29 March 2024
Expert Team:	Prof. Milan Pol, Expert Prof. Elene Jibladze, Expert Prof. Juliette Torabian, Expert Mr. Domagoj Švigir, Student Expert



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Coordinators of the KAA:	Shkelzen Gerxhaliu, Director of Department at KAA Leona Kovaci, Senior Officer at KAA
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Site Visit Program

Time	Meeting	Participants
09:00 –09:45	Meeting with the management of the faculty where the program is integrated	
09:50 –10.50	Meeting with the heads of the study program: Subject Teaching (with 7 specialisations), MA, Room 1 Prof. Juliette Torobian, Expert Mr. Domagoj Svirig, Student Expert	Jehona Ferizi-Miftari Fahri Marevci Arlinda Bytyqi Damoni Zeqir Veselaj Ethem Ceku Tomor Çela Kyvete Shatri Naser Pajaziti
09:50 – 10.50	Meeting with the heads of the study program Educational Sciences (with 4 specializations), MA, (room2) Prof. Milan Pol, Expert	Naser Zabeli, Vlora Sylaj Ardita Devolli Fjolla Kaçaniku Arlinda Beka
09:50 –10.50	Meeting with the heads of the study program Innovation and Quality in Education, MA, (room 3) Prof. Elene Jibladze, Expert	Blerta Perolli Shehu Iliriana Tahiraj
10:50 –11:50	Lunch break	
11:50 –12:40	Meeting with teaching staff	
12:45 –13:35	Meeting with students	
13:40 –14:20	Meeting with graduates	
14:25 –15:10	Meeting with employers of graduates and external stakeholders	
15:10 –15:20	Internal meeting of KAA staff and experts	
15:20 –15:30	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 Pristina is a public institution, the largest in Kosovo in terms of providing education. Under its umbrella, UP has a total of 14 academic units. UP is known globally for professionalism, integrity, teaching quality and scientific research. In accordance with the needs of the economy and the market, UP sets and maintains new quality standards by supporting mobility and academic career development for staff and students, increasing the number of partners and joining the European network of higher education. The mission of UP is based on academic development, scientific and artistic research, as well as the provision of higher education through programs of strategic and developmental interest to the Republic of Kosovo. The University enables continuous mobility of programs, students, and academic staff, with the aim of achieving international integration and market competition.

The strategic priorities of UP include, among others, increasing the quality in education and scientific/artistic research; developing a new model for pre-university education for him better prepare UP students for a changing world; the development and implementation of a new competitive model in teaching, scientific research and services at UP; promotion of scientific/artistic research and increase of institutional funds to support the research mission; globalization and internationalization of academic programs and student services of UP faculties to promote maximum exchange and allowing powers across borders.

Faculty of Education, University of Prishtina

Teacher education system in Kosovo has gone through a period of continuous structural changes in the last two decades. Teacher education in Kosovo at the higher education level started in 1958 when the Higher Pedagogical School (HPS) was established in Prishtina. Later on, the higher education institutions in Prizren, Gjakova and Gjilan were added to this institution, which had been part of the University of Prishtina since 1980. In 2001, with the launch of the Bologna process and after important transformations in education in Kosovo, which included the reform of teaching in schools, preparations for the establishment of the Faculty of Education began. The faculty started work in the academic year 2002/03. Initially, only the programs for the preparation of educators and teachers of the primary cycle (grades 1-5) were developed. Meanwhile, from the 2003/2004 academic year, the programs for the preparation of teachers for the lower secondary cycle were developed and started to be implemented - subject teachers of grades 6-9. These programs enabled the preparation of two-subject teachers in accordance with the teacher training standards at that time and were closed to be reformed into master programs according to the decision of the Ministry of Education in



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2012 which required that the preparation of subject teachers be reformed according to model of 3 years BA degree of preparation for academic content in specific academic units and 2 years MA for teaching at Faculty of Education.

In the 2010/11 school year, within the framework of the European Commission-funded Project Tempus, the Faculty enrolled its first students in the first two master programs: “Teaching and Curriculum” and “Educational Leadership”. By 2010, the Faculty of Education operated in four centers: Pristina, Prizren, Gjilan and Gjakova. Eventually, these centers continued their activity within the newly developed Universities in those cities.

During the academic year 2015/2016, a doctoral program was also accredited in cooperation with University of Ljubljana and University of Tirana, as partner universities.

With the decision Ref.:782/16 dated 05.09.2016 of the Kosovo Accreditation Agency the following were also accredited: Master of Subject Teaching, MA, 120 ECTS (with specializations: Mathematics; Physics; Biology; Chemistry; History; Geography, Technology and ICT), Master of Pedagogy for Vocational Schools, MA, 120 ECTS; and Master of Inclusive Education, MA, 60 ECTS. In the meantime, preparations began to phase-out the 60 ECTS MA programs. All of the above programs were drafted under the Tempus Project "Modernizing Teaching Education at the University of Prishtina" with the help of international partners including University of Applied Sciences (JAMK) Jyväskylä, Finland, University of Bedfordshire, UK, University of Bologna, Italy and the University of Ljubljana, Slovenia.

Today the Faculty of Education offers three programs at the Bachelor level (Preschool, Primary, and Pedagogy Program); 7 Master programs (Pedagogy, Teaching and Curriculum, Leadership in Education, Inclusive Education, Subject Teaching, Albanian Language and Literature Teaching and Pedagogy for Vocational Schools) and the Doctoral program in Education Sciences. (Joint Program/Double Degree accredited in 2023).

All the programs offered at the Faculty of Education are comparable in programmatic quality to the programs offered at other European Universities. The programs are prepared through structured processes of consultation with all stakeholders and systematically gathered evidence for the relevance and effectiveness of their implementation in the current context.



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2. PROGRAM EVALUATION

In line with its mission, overall and specific objectives (detailed below), the Faculty of Education has developed the MA masters program in teaching with 7 specializations to further advance modern teaching and pedagogical practice competencies, in addition to academic ones, based on prior education and the needs of each subject teaching profile. The main purpose of this program is to provide essential education for the preparation of subject teachers. Through this program, students will gain knowledge of contemporary teaching, develop their skills and competences to relate subject content to those of other curricular areas, problems in daily life, effective pedagogy and deepen reflective practice and expertise in the respective fields.

The expert team has been informed that the program has been designed based on earlier cooperation and within the TEMPUS Project "Modernization of High School Education in UP/544023" financed by the EU and implemented in 2013-2017 and other programs.

Based on discussions with heads of programs and academic staff and students, the aim of the MA in teaching specialization program is to “provide a qualitative program for the continuous preparation and training of specialists in the field of education with the aim of enhancing their competences skills to improve the quality of teaching, school and the education system in general”.

2.1. Mission, objectives, and administration

The expert team noticed that the Faculty of Education has clearly defined mission (in line with KAA standard 1.1) aiming to ensure high quality, equitable education for all children by preparing teachers for secondary level of education and advancing research on topics related to teaching and education. Based on exchanges with employers and stakeholders, the Faculty of Education is maintaining a high reputation among other faculties and higher education institutions due to the quality of its graduates' skills and competencies as teachers. As such the Faculty of Education is contributing to quality of education for all and at national level.

In compliance with KAA standards 1.3 and 1.4, the mission of the Faculty of Education and its programs including the master program in teaching are recognized by its academic and administrative members and if effectively guiding strategic planning, management and decision making as well as all operations of the institution.



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Likewise, and in line with KAA standard 1.5, the Faculty of Education has approved the Development Plan for the period 2022- 2026, which is published on the institution's website and also shared with the institution's staff as well as translated into work plans for years. The mission of the Faculty of Education in this Development Plan is to offer quality programs for the preparation and continuous professional development of educators, teachers and other specialists in the field of education, the development of research-scientific activities and community networking, in order to achieve advancement of a system oriented towards the needs of society for quality education and the development of knowledge, skills and social values.

Based on its mission, the overall objective of the Faculty of Education for the five-year period is the development of an organizational culture of program implementation based on quality and professional standards. This is reflected in the mission of the MA masters in specialization teaching.

Accordingly, four main specific objectives have been defined and are observed to be leading different activities, operations, and initiatives across different levels of the institution from the senior management to departments and faculty members.

The first specific objective (teaching and learning) aims to develop innovative teaching, learning, assessment practices while strengthening peer and interdisciplinary collaboration with high quality learning/teaching processes. This is achieved through different mechanisms from students' evaluation to academic staffs' self-evaluation of their courses to best adapt teaching and assessment to students' needs. It is also ensured through regular faculty and departmental meetings, overseeing of QA processes by the senior management, Dean's office and the quality assurance officer, peer exchange and joint collaborations among academic staff, and joint program revisions with external higher education partners, as well as a recent survey on professional development needs of the academic staff.

The second objective (research, innovation, and internationalization) is actively pursued by the Dean's office and the senior management team through effective strategies such as the creation of research clusters, introduction of competitive research grants, encouraging international conference participation and organizing an annual international conference on teaching and pedagogy, as well as center for English learning at the faculty, and staff mobility and exchange. Initiatives are indeed implemented successfully and are paving the way for much needed further development of research and internationalization.



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The third objective (community networks and partnerships) are also effectively pursued through contracts with schools hence providing unique opportunities of practical experience for students, collaboration with schools and NGOs in teacher training, and training of school-based mentors have also been conducted by the Faculty of Education. International partnerships with European and American universities have also been actively pursued to enrich academic staffs' knowledge of teaching and research trends.

The fourth specific objective (governance, administration, and management) is also in line with the overall mission of the Faculty of Education and is overseen by the Dean's office.

Standard	Compliance	
	Yes	No
Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.	X	
Standard 1.2. Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.	X	
Standard 1.3. The study program has a well-defined overarching didactic and research concept.	X	
Standard 1.4. There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.	X	
Standard 1.5. All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.	X	
Standard 1.6. 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 and amended as required in the light of changing circumstances.	X	



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Compliance level: Fully Compliant

ET recommendations:

- *To better monitor progress towards the overall and specific missions of the Faculty of Education and the MA master in subject teaching, the ET recommends designing a comprehensive internal quality assurance system with KPIs (Key Performance Management) and annual consultations with academic and administration staff.*
- *With regards to specific objective 2 (research, innovation, internationalisation), it is recommended to establish a teaching-research excellence framework internally linked to staff promotion as part of the overarching promotion scheme at University of Prishtina.*
- *To ensure a swift shift towards internationalisation, English language courses for both academic and administrative staff and students is highly recommended.*
- *The ET also recommends membership in European and international research networks to further collaboration in research and teaching.*
- *It is also optimal to monitor and report on the impact of both local and international partnerships and create mechanism for the staff who have benefited from exchange programs to create working/research groups upon return. This is to ensure impact of mobility and exchange.*

2.2. Quality management

The Self Evaluation Report (SER) outlines the university's quality management procedures. However, no evidence exists of using the PCDA methodology (plan-check-do-act). Although the SER states that evaluation and improvement planning (after evaluation cycle is completed) are integrated into regular planning processes, no practical evidence was presented on-site to demonstrate how this is accomplished and what methodologies are used in the Faculty quality assurance system.

UP, and Faculty of Education as its part, employs a set of questionnaires created as part of a European initiative, and the university has implemented a process to review these questionnaires regularly. The university employs a survey instrument as part of its course



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evaluation process, which students complete and is accessible to instructors and administrators. However, there is no indication that the evaluation outcomes are discussed with the students, and this was confirmed during discussion with students. Apart from the course evaluation, the university administers other surveys, the results of which are utilised for internal quality management purposes. As a result, not discussing results or giving space for discussing them and not giving feedback - the transparency of these results is inadequate. Also, there is no evidence of surveys designed for alumni, employees, and other stakeholders.

The self-report acknowledges (in a list of weaknesses) states that there is a need for improvement in alumni tracking at the university (for example, creating a database). It was noted during the visit that although the university maintains connections with alumni, there is a lack of institutional integration. Therefore, it is crucial to enhance efforts to engage graduates, such as establishing an alumni network and conducting formal surveys of alumni. It is positive, and it is evident from SER and the list of evidence that when course evaluations reveal unsatisfactory results, appropriate measures are taken by the university. These measures and procedures are adequately documented. However, most cases that were presented in evidence are not contemporary.

There is enough evidence to conclude that Quality assurance processes that deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution, are regulated according to the Quality Assurance and Evaluation Regulation at the University of Prishtina. The Central Quality Assurance and Evaluation Commission oversees the assessment of university activities, with participation from all university stakeholder groups. The Quality Assurance Central Committee and Assessment at Rectorate formulate a five-year and annual action plan that outlines the activities to be undertaken, including evaluations of academic units. Quality assessments are conducted to identify issues related to program quality. The Dean of the Academic Unit ensures that the academic development coordinator fulfils their responsibilities in conducting evaluations at the university and academic unit levels. After each evaluation activity, the Dean of the Academic Unit formulates an improvement plan and includes the necessary measures in the academic unit's annual budget. Based on available documentation and on-site discussions, the expert(s) confirm that the collected data is used for ongoing development, with clear responsibilities assigned to the relevant parties.

Based on the available documents and on-site discussions, the expert(s) note that the collected

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data is utilised for continuous development. The relevant parties have well-defined responsibilities, which are being effectively carried out. Previous evaluation results have also led to corresponding adjustments to the study programs, including study content, workload and professional qualification. However, it is extremely important that SER is written based on new data. For example, in SER there is data collected several years ago it is not relevant for the need of this accreditation process.

Program administrators receive reports for each course delivery, which specify any planned content that could not be covered, and challenges faced in implementing planned strategies. After reviewing the course reports, suitable modifications are made to the teaching plans. Students evaluate the teaching quality of courses at the end of each semester. The course results are analysed by the Faculty for academic staff, and information is provided regarding quality assurance measures, as well as a ranking of plans to enhance quality. However, there is no evidence or reports on how the public or university members are informed about quality development in a public report which points to a lack of transparency in that regard.

Standard	Compliance	
	Yes	No
Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	X	
Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.		X
Standard 2.3. Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.	X	
Standard 2.4. Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.	X	
Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.	X	



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Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.		X
Standard 2.7. Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.	X	
Standard 2.8. The institution ensures that reports on the overall quality of the program are prepared periodically (eg. every three years) for consideration within the institution indicating its strengths and weaknesses.	X	
Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.	X	

Compliance level: Substantially compliant

ET recommendations:

1. *Development of a rigorous quality management system based on a proven quality management framework (PDCA-cycle - Plan-Do-Check-Act - approach) which is communicated to all stakeholders and serves as a basis for participatory action involving all stakeholders.*
2. *The creation of a system for alumni tracking and its subsequent integration into institutionalised surveys.*
3. *Giving regular feedback to students regarding survey results and other actions that are results of surveys.*



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2.3. Academic staff

The employment procedures are in compliance with the Labour Law and Administrative Instructions on Accreditation of HEIs, Chapter 3, Standard 3.1. The faculty of Education has 60 full-time academic staff selected in compliance with the standards and procedures for the selection and promotion of academic staff which are set out in the Statute of the University of Prishtina, 1 pursuant to Articles 175, 176, 177 and 178.

The Faculty of Education proceeds with the recruitment and promotion of academic staff in accordance with the UP Statute.

For the MA Master in Subject Teaching, for a total of 120 ECTS, the Faculty of Education employs 8 full-time staff with doctoral degrees, adequate for the Program and specializations.

Academic staffs' recruitment is centrally managed by the University of Prishtina. While a central management of contracts facilitates transparency and a better level of administrative control, a decentralized system can potentially permit Faculty of Education to recruit short-term experts, advisers, researchers to better respond to it punctual teaching, training, research needs and to directly handle cases with faculty members which is currently referred to university. Of course, such a shift requires collective consultations and decision making at policy making level.

In compliance with standard 3.2 of KAA accreditation manual, all teaching personnel respect the legal requirements related to teaching positions included in the Administrative Instruction for Accreditation 15/2008. All academic staff of the Faculty of Education are registered on the E-Accreditation platform and within the academic year are not allowed to create other regular work relationships in a public or private institution, local and international, inside or outside the country.

In line with standard 3.3 & 3.7 of KAA accreditation manual, the faculty of Education has clear and detailed responsibilities for all teaching staff including teaching, research, organization and holding of exams, participation in commissions for evaluation of studies and academic degrees, participation in decision-making forums of their relevant academic unit, performing tasks within department and unit committees and projects, supervision and evaluation of students, seminar papers, mentoring, etc (as detailed in the decision of the

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Governing Council of the University of Prishtina no.03/881 dated 11 December 2020.

Opportunities for professional development of the academic staff (standard 3.6 of KAA accreditation manual) are provided through trainings, workshops, as well as by creation of CoPs (Communities of Practice). The Faculty of Education has recently (2021-2022) launched a needs assessment survey to identify professional development needs of the academic staff and to propose relevant training, workshops, and seminars particularly on innovative teaching pedagogies, use of ITC in classroom pedagogies, and reflective practice, among others. As part of this recent initiative, CoPs have been created among academic staff at departmental level to exchange best practices, review course guidelines, and reflect on self-assessment processes. Additionally, in 2023, around 15 academic staff have participated in trainings on effective learning and student development as part of the ERASMUS 'QATEK' project. (KAA manual performance indicator 3.2).

As part of professional development of academic staff, the Centre for Excellence in Teaching (QPM) provides trainings for the academic staff. While three of these trainings are linked to promotion, attending trainings and the choice of topics remain voluntary. Based on exchanges with the quality assurance team, no evaluation is designed currently to measure the relevance, effectiveness, and impact of trainings on actual classroom teaching/learning processes. Nonetheless, as attendance in trainings are linked to promotion as part of the UP rules and regulations, academic staff tend to participate in trainings at certain times (closer to their promotion) which calls for the development of a mechanism relating training to other bonuses and a qualitative impact evaluation as part of performance management of the academic staff.

Evaluation of academic staff and their quality of teaching occurs regularly and on an annual basis through students' evaluation (through surveys and meetings) in line with standard 3.8 of KAA accreditation manual. The course and teaching staff evaluations are communicated to staff and discussed at faculty meetings leading to revision of teaching pedagogies and/or course syllabi, if necessary. This means that teaching processes are flexible allowing students to have their say in syllabus design and revisions. Students' evaluations are examined by the management of the faculty at the end of each semester to discuss and address concerns raised by students. The management examines the evaluation reports of the subjects made by the students at the end of the two semesters and conducts meetings with teachers and assistants that it considers necessary to address the aspects of the concerns expressed by the students.



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The academic staff are also engaged in self-evaluation of their own courses as part of their reflective practice. There are opportunities to discuss good practice and challenges in regular departmental and faculty meetings as well as opportunities to discuss concerns with the Dean's office.

In compliance with standard 3.9 of KAA accreditation manual, strategies for quality enhancement include improving the teaching strategies and quality of learning materials. To this end, the Council of the Faculty of Education has developed a questionnaire for teaching staff to integrate their feedback in the annual performance evaluation mechanism.

To encourage academic staff to improve their teaching practice, the Faculty of Education pursues several activities including providing opportunities of collaboration through regular faculty and department meetings, support for teaching and research is also provided by the Dean's office, exchange/mobility opportunities have been provided with other universities, training on STEAM, joint program development and revision with partner universities, among others. (KAA manual, performance indicator 3.1). Additionally, networking with other universities has allowed joint elaboration of courses (for example global citizenship course) hence creating an opportunity for further professional development and learning for academic staff.

To encourage interdisciplinary research and joint publications, the Dean's office has initiated "research clusters" and introduced a competitive research grant scheme (25K). Additionally, an annual international scientific conference 'KICER' is organized allowing knowledge sharing, publications, and collaboration on teaching, learning, inclusive education, and leadership in education.

Academic staff from the Faculty of Education are actively engaged in community activities. There are continued instances of collaboration with schools, meetings with parents and other relevant stakeholders, joint organization of workshops and seminars in collaboration with NGOs and international schools.

Recent attempts to reduce student/teacher ratios has led to recruitment of 3 new professors and 5 assistants which has, according to discussions with students and academic staff, made a positive change in provision and delivery of teaching while also furthering quality and length

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of time spent between academic staff and students. However, professors seem to still have a heavy load of academic and administrative work which required further recruitment and a decentralized possibility to recruit external national and international visiting professors or experts to teach, train, and supervise.

Standard	Compliance	
	Yes	No
Standard 3.1. Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.	X	
Standard 3.2. The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.	X	
Standard 3.3. Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity	X	
Standard 3.4. At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.	X	
Standard 3.5. For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.	X	
Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.	X	



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Standard 3.7. The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.	X	
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Compliance level: Substantially complaint

ET recommendations:

- *The ET recommends creating a performance management system based on BOTH teaching and research activities of the academic staff to further push for research*
- *To encourage collaboration in research and joint publication, discussions with UP central systems shall lead to a revised appreciation of first, second and other authors (currently only for the first author).*
- *To align professional development of the academic staff with the changing international trends in teaching/learning, the ET recommends establishing a biannual revision of all training courses by a board of international and national advisors in close collaboration with the Dean's office.*
- *The ET highly recommends mandatory English courses for all academic staff and students to increase mobility, internationalization, and research collaboration.*
- *Impact assessment of professional development trainings, mobility and exchange opportunities in line with the mission of the Faculty of Education and overall aim of the Master in subject teaching is also highly recommended.*

2.4. Educational process conten

The Master programs in subject teaching (7 specialization) are structured in two years and consist of 120 credits (ECT) in accordance with the National Qualifications Framework and the Curricular Framework of Kosovo.

The master's programs, as discussed with staff and management, are designed to equip teaching students with necessary values, theoretical and practical knowledge to perform the teaching profession at secondary level. In particular, the programs are to provide practical

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experiences in teaching scientific subjects in which students already hold BA degrees.

According to discussions with students and graduates, the master's programs are designed to evidence and practice-based learning, combining both theoretical and school-based training under the supervision of trained mentors and are therefore aligned with the overall mission and specific objective (no. 1) of the Faculty of Education.

To ensure quality of the master's programs, internal quality assurance is based on students (evaluations, faculty meetings, department level feedback and is discussed at managerial level and with the QA officer. However, no mechanism is defined to evaluate the QA processes.

From discussion with stakeholders and employers, it is evident that graduates from the masters' programs are highly appreciated as their study programs combine both theoretical and practical teaching/learning and equip students with the necessary pedagogical competencies to perform as a secondary level teacher.

Following program accreditation, the curriculum is reviewed and can be revised and updated (up to 20%) based on students' evaluation, academic staff's self-assessment and exchanges with other colleagues in faculty and department meetings.

With rising international focus on special needs students (SNSs) and child-friendly classroom pedagogies, and classroom management skills for teachers to ensure diversity and equal opportunities and following the discussions with students and graduates, the masters' program require a few transformations regarding course contents that are included in the recommendations below.

The master's program includes practical experience in collaboration with 10 selected schools and trained mentors hence creating opportunities for students to apply theories and learn by experience. The Faculty of Education has provided training for school-based mentors who supervise students' practice and report on their performance. There are also project-based practical learning opportunities for students to better prepare them as teachers. However, there is need for expanding the network of the schools and updating mentors' training to best train students.

The masters' program can benefit from a revision to better balance between the following six

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strands of core knowledge necessary for primary teachers. These strands include *professional values and dispositions, subject knowledge, research knowledge, knowledge of child development and learning, professional knowledge, and pedagogical knowledge*. Accordingly, the syllabi require a few revisions that are included in the recommendations below.

Teaching and learning processes of the program are in line with the learning objectives defined for each course (ensured by each professor in coordination with other colleagues as part of the regular monthly Council meetings and department meetings (twice a month) and also based on students' feedbacks). To update the program, the expert team were informed that stakeholders, too, have been given the opportunity to express their ideas with regards to the primary education program through a Google survey.

Following discussions with students and graduates, it is obvious that both formative and summative assessments are designed, and professors provide feedback that are considered constructive and helpful.

Exchanges with all groups (as per the schedule set by the KAA) demonstrated the overall quality of the masters' programs, the dedication of the academic staff to supporting and mentoring their students, as well as the usefulness of pedagogical practice for all students.

Standard	Compliance	
	Yes	No
Standard 4.1. The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.	X	
Standard 4.2. The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.	X	



Standard 4.3. The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.		X
Standard 4.4. The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.	X	
Standard 4.5. If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.	X	
Standard 4.6. The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.	X	
Standard 4.7. Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students.	X	
Standard 4.8. Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.	X	
Standard 4.9. Appropriate, valid, and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison, with other study programs at highly regarded institutions.	X	
Standard 4.10. Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or inconsistently assessed.	X	



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Standard 4.11. If the study program includes practice stages, the intended student learning outcomes are clearly specified, and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.	X	
Standard 4.12. In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units.	X	

Compliance level: Substantially compliant

ET recommendations:

- *A general recommendation for all programs is to reorganise the first year as a general study year for all subject graduates (regardless of their scientific field) to study educational theories, pedagogical practice, philosophy of education, research design, and other relevant subjects. This can meaningfully increase contact and knowledge sharing among already siloed and separate scientific fields and their graduates from the very beginning of their studies at the Faculty of Education hence paving the way towards inter- and multi-disciplinary research and practice.*
- *Courses on classroom management, special needs students in each specialization are highly recommended to be mandatory for all students including project and school-based learning to equip students with necessary skills for teaching diverse classrooms. Currently classroom management is part of “leadership in education” which touches upon classroom management but not in detail.*
- *Courses on applied and general psychology seem to be redundant across programs. It is recommended to review all programs based on students’ and staff survey to either include one psychology course in the first year or to decrease the redundancy by focusing on different aspects or applications of educational psychology.*
- *Reflective practice, action and field research, participatory and mixed method research in social sciences/education are recommended to be further emphasized in mandatory and elective courses.*



- *In the case of the ICT specialization, it is recommended to remove the course “selected chapters of mechanical engineering” or moving it to elective courses and moving the course “the use of software and technologies for interactive teaching” to the list of mandatory courses”.*
- *The second year of the master’s programs can be dedicated to specializations including interdisciplinary research.*
- *Highly recommended is mandatory courses in English as an institutional initiative for all students and staff, particularly for postgraduate students.*
- *Further suggested readings in English for each course is recommended to broaden students’ understanding of contemporary trends in education which may not be available in Albanian language.*
- *It is recommended to update the list of school-based mentors regularly, provide at least biannual training for the mentors, and increase the transparency of mentor and professors’ dual assessment of students’ practice.*
- *Allowing students (who already have a job) to study a few of their courses online with regular meetings with their professors can be recommended, if the Faculty of Education has the capacity to control progress and quality of learning and teaching.*
- *Inviting international guest lecturer are also recommended to diversify teaching and increasing opportunities of collaboration.*
- *Including further skills-related courses as part of electives, for example physical education, music, arts, can be beneficial in pedagogical practice of students facilitating combining these skills with learning scientific subjects in their future classroom teaching.*

2.5. Students

The faculty has defined a clear and formal admission procedure offered to all interested participants. This procedure consists of an entrance examination test whose results are evaluated by theoretical knowledge deriving from the MSc program. During the visit, it was stated by all parties involved that everything is clear on this standard - a transparent points system is used to assess applicants, with the aim of identifying qualified candidates.



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The university has implemented an Electronic Management System for Students (SEMS) and made relevant documentation available for public viewing. This system records students' individual achievements and attendance in their courses. From the documentation available, it is apparent that the university utilises a highly advanced and modern IT-based system, which was confirmed on the site visit.

Study groups in the programs are designed to be small and seem to support effective and interactive exchange among study groups. The transfer of students between higher education institutions, faculties and study programs is clearly regulated in the formal internal documents.

Academic staff is available in sufficient time to advise students. All professors and assistants in coordination with the quality coordinator set the official schedule for giving advice and consultations to students. In addition to this schedule students during working hours, for advice can contact the professors through their official email. Also, through SEMS students are always informed in all aspects regarding the relevant subjects and this system automatically carries all notifications in the official e-mail of the student. Additionally, students receive career development advice through Career development centre and further professional counselling is envisaged by engagement of a psychologist.

Discussion with students level strongly implies that they are well informed on their obligations and rights – they are aware that they can take an exam in up to three attempts. If the student is unable to pass the exam after the third attempt, an evaluation is conducted by a commission. If the student still fails to pass the exam after the fourth attempt, they will fail the entire academic year automatically. All procedures are in place, and everything is well documented. The course syllabus provides students with information about the exam's number, date, and evaluation criteria. The academic year consists of three regular exam periods, and the university offers flexible treatment to students in exceptional circumstances. For instance, students who have lodged a complaint or are part of a specific study program may be assessed by an examination committee in addition to regular exams. Student rights and obligations are made publicly available in the statute of the University and Regulations. They are both published on the University official website.

There are some weaknesses that were confirmed by both students and alumni. There seems to be a lack of clear procedure on how to notify students on possibilities of Erasmus or other exchange programs, as this issue was raised during the talks with both students and alumni.



Furthermore, lack of space for student associations, lack of connection between students and alumni and underdeveloped campus facilities (library) are all issues that need to be addressed.

Also, a weakness that was raised during the discussion is a lack of software for plagiarism detection, especially in new circumstances like language models (ChatGPT). It is important for the university to implement a system to verify academic works and final papers for any instances of plagiarism. This includes checking corresponding examination papers and theses and taking necessary actions to address any detected plagiarism.

Standard	Compliance	
	Yes	No
Standard 5.1. There is a clear and formally adopted admission procedure at institutional level that the study program respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students.	X	
Standard 5.2. All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.	X	
Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.	X	
Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	X	
Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.	X	
Standard 5.6. Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.	X	



Standard 5.7. Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.	x	
Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.		X
Standard 5.9. Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.	X	
Standard 5.10. The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.	X	
Standard 5.11. Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.	X	

Compliance level: Fully compliant

ET recommendations:

1. *Improve the number of incoming foreign students through mobility programs.*
2. *To better integrate and familiarise students with the campus, their program, and facilities, organizing induction days are recommended.*
3. *Work on procedure that will ensure better flow of information towards student population that is interested in mobility programs.*
4. *Implement additional support for student for their professional/career counselling in the field of education to direct students not only to teaching but also other relevant fields such as international development and education; adult literacy; etc.*
5. *It is highly advisable for the university to implement a system to verify academic works and final papers for any instances of plagiarism. This should involve checking*



corresponding examination papers and theses and taking necessary actions to address any detected plagiarism.

6. *Continue further developing the ALUMNI organization including the online and/or on-site office for Alumni relations and networking.*

2.6. Research

In compliance with standard 7.1 of the KAA manual, the research activities conducted at the Faculty of Education and as part of the master's programs are consistent and aligned with the overall and specific objective (no.2) of the institution.

The office of the Dean has initiated “research clusters” and “competitive research grants” for all academic staff which is in line with standard 7.3 and 7.4 of the KAA manual. In discussions with senior management, and academic staff, both initiatives were reported to have led to further interdisciplinary collaboration among academic staff, an increased number of scientific publications, and further visibility and outreach at European and international levels. Regulation no. 03/879 for the financing of scientific-research, artistic and sports activities, which defines the way of financing the Program for the promotion of scientific and research publications for academic staff and doctoral students at UP. This regulation enables the allocation of financial resources for the publication of high-quality scientific works, for participation in scientific activities and academic research projects.

The available data on publications demonstrate production of at least one paper over the past three years by each academic staff which is in compliance with standard 7.6 of KAA manual.

While research is encouraged across all departments and programs, teaching remains the main activity of all academic staff. To steer the Faculty of Education towards a research-based institution, an institutional strategy for research excellence linked to internal bonuses, promotion and UP promotion seems to be the next logical step (to better comply with KAA standard 7.7).



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Likewise, Research is validated through scientific and applied research publications. The development activities of the scientific component have increased this year (in compliance with KAA standard 7.5).

The academic staff also referred to two major research projects/funding by the Ministry of education (MESTI) including, the scientific project "Impact of technology for teaching and learning in STEM fields" has investigated the impact of virtual and mixed reality technology on teaching and learning for the integration of STEM fields which has also included training on the use of AR and VR in learning environments. The second project has focused on identifying the levels of performance in science for Kosovar students compared to the scores from international assessment standards in PISA 2015 and 2018 (international benchmarks). Findings and assertions about the Kosovar student population and their performance in science are intended to inform policymaking and teaching practices as a very important aspect of supporting and building capacity at all levels.

Participation and organization of scientific conferences has also helped boosting research collaboration and publication while English language still remains a hinderance to wider institutional participation of all academic staff and students in such occasions.

To further research collaborations, in addition to the need to reduce the barrier of language, there is also a need for access to online databases, libraries, and scientific journals as well as a better-equipped campus library with clear opening hours and availability of more relevant titles in both Albanian and English.

Creating synergies of research collaboration with Alumni and the wider scientific and practitioners' communities remain a challenge which shall be addressed as part of an institutional strategic planning for the next 5 years.

Participation and membership in European and International research networks such as EERA are also among strategic outreach activities to enhance research collaboration and output, as discussed with the Dean and senior management.



Standard	Compliance	
	Yes	No
Standard 6.1. The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.	X	
Standard 6.2. Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.		X
Standard 6.3. Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.		X
Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.	X	
Standard 6.5. The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.	X	
Standard 6.6. Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.	X	
Standard 6.7. Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.	X	
Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.	X	



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Standard 6.8. Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.	X	
Standard 6.9. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	X	
Standard 6.10. Students are engaged in research projects and other activities	X	

Compliance level: substantially compliant

ET recommendations:

- *The ET highly recommends access to online databases, journals, other universities' libraries through partnerships and registrations.*
- *It also highly recommended to further equip the campus library with necessary IT facilities for an online institutional login and access to all staff and students.*
- *To further encourage both the academic staff and students to engage in practice and field research and to publish the outcomes of their research, an institutional performance management strategy is highly recommended to be developed in near future*
- *Reinforcing internet coverage across the campus as well as creating study/group work corners are recommended in line with specific objective no 2 of the Faculty of Education*
- *To facilitate research in certain study programs, for instance masters in teaching geography, it is necessary to provide access to spatial online platforms such as GIS.*
- *In collaboration with UP, creating a research excellence centre or framework is also recommended in order to steer academic staff towards a balanced teaching and research activity*



2.7. Infrastructure and resources

According to the Statute of the University of Prishtina, the Faculty is allocated a percentage of the financial resources from student fees to improve educational quality and cover unforeseen expenditures for educational matters. This percentage is decided by the Steering Council of the University of Prishtina. This implies that the Faculty has no legal competencies for independent financial planning and management.

While the number of computers seems sufficient for classes, the number of computers for open student access is limited. Since not every student owns a laptop (site visitation evidence), the Faculty may invest in hardware accessibility. Internet accessibility, server and storage capacity are good.

The Faculty of Education has its own library and reading room. However, it has very little room for the many admitted students each academic year. The number of places in the reading rooms in this reading room is inadequate. However, the Faculty of Education students are within walking distance of the National Library of Kosovo (KCB), which has over 400 places in reading and learning rooms. At present, the infrastructure of the Faculty of Education is not fully adapted to meet the needs of students with disabilities.

In addition to the aforementioned aspects, it is imperative to address the broader scope of infrastructural development and resource allocation within the academic ecosystem. Enhancing the physical accessibility of facilities for differently-abled students warrants prioritization, aligning with principles of inclusivity and diversity. Moreover, proactive measures aimed at bolstering research infrastructure can catalyze scholarly pursuits, fostering a culture of innovation and inquiry within the academic community.

In conclusion, while the academic institution boasts commendable facilities and strategic initiatives, there exist avenues for refinement and enhancement, particularly concerning inclusivity, digitalization, and resource optimization.

<i>Standard</i>	<i>Compliance</i>
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	Yes	No
Standard 7.1. The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.	x	
Standard 7.2. There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.	x	
Standard 7.3. The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years: a) owned or rented spaces adequate for the educational process; b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities; c) adequate software for the disciplines of study included in the curriculum, with utilisation licence; d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.	x	
Standard 7.4. The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.	x	
Standard 7.5. The education institution's libraries must ensure, for each of the study programs: a) a number of seats in the reading rooms corresponding to at least 10% of the	x	



total number of students in the study program;		
b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program;		
c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or speciality courses of recognised publishers, from the last 10 years;		
d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for;		
e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.		
Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs		X

Compliance level: Substantially compliant

ET recommendations:

1. *Continue collaborating with research Institutes to overcome lack of research infrastructure.*
2. *Continue improving digitalisation and distance learning facilities.*
3. *Ensure that students with special needs have adequate infrastructure.*
4. *Developing the Student centre for social and phycological help or Student Welfare Support Unit which should be established to support students with learning difficulties such as dyslexia.*



3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

The Expert team would like to commend the program development team for their proactive engagement with the Panel during the validation event. There was a very strong sense of teamwork and ownership exhibited by the program development team. Having considered the documentation provided and discussed it with the program development team, the Accreditation Panel recommends the following:

Standard	Compliance Level
Mission, objectives and administration	Fully Compliant
Quality management	Substantially Compliant
Academic Staff	Substantially Compliant
Educational Process Content	Substantially Compliant
Students	Fully Compliant
Research	Substantially Compliant
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 programs re-accreditation in future period:

- The study program has a great potential for students, professors, and Kosovo, therefore adapting good practices is of high importance for all stakeholders. To this end, a revision of the SWOT analysis can be beneficial to better differentiate threats



from weaknesses.

- Integrating collaborative, project-based, and simulation teaching and research at the program level is also recommended; especially integration of e-learning and online teaching and learning at all levels of the teaching concept and the entire curriculum in a differentiated way.
- Creating a page to allow open discussions on the courses can be beneficial allowing exchanges among students and teachers.
- Development of an internal quality management system which ensures proactive involvement of all stakeholders following a PDCA- cycle approach is highly recommended.
- Revising and standardizing learning outcomes for programs and ensuring that each course is a step towards achieving the overall skills and competencies of each program is also among highly relevant endeavours that shall be pursued by the Faculty.
- Periodic revision of elective courses as labour market and global trends shift is necessary. It is also recommended to include English, communication skills, social and emotional skills, job interview and CV writing, among others.
- In order to better support international exchange, it is necessary to introduce lectures and courses in English across all study programs. These lectures and courses should be defined as compulsory for all students, including homework.
- Using online mechanisms, such as Turnitin to ensure that work submitted by students is original, without plagiarism and use of AI sites such as ChatGPT.
- Continuity in further developing the ALUMNI organization and networks is also of relevance.
- Creating and enabling, inclusive environment welcoming and engaging all students, and enabling them to participate fully in university life is of great importance. This applies to students with physical disabilities.

In conclusion, the Expert Team considers that the study program with the standards **MA Master in Subject Teaching (with specialization)** included in the *KAA Accreditation manual* and, therefore, recommends **to accredit** the study program for a duration of **3 years**



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with a number of **25 students** to be enrolled in each specialization program (7x25=175 students enrolled in each cohort).

It is important to align the number of student intake with labour market needs for each specific specialisation and therefore strategically deciding on increasing or decreasing annual intake for each specialization. It is also relevant to closely monitor incoming student numbers and number of graduates as part of institutional performance management and quality assurance.

4. APPENDICES (if available)

None

Expert Team

Chair

Dr. Juliette Torabian *J.Torabian*

(22.05.2024)

Panel experts

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