UNIVERSITY OF PRISHTINA
FACULTY OF PHILOSOPHY

MA International Relations and Diplomacy

RE/ACCREDITATION

REPORT OF THE EXPERT TEAM

April 6, 2021, Prishtina

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1. INTRODUCTION

1.1. Context

Date of site visit (online): March 11, 2021

Expert Team (ET) members:

• **Prof. Dr. Vlatko Cvrtila**
• **Mr. Artur Tventarnii**

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 (SER) submitted by University of Prishtina, Faculty of Philosophy
- Information obtained during the online meetings;
- Meetings conducted with the management of the institution and program, quality assurance representatives and administrative, teaching staff, students, graduates, employers of graduates and external stakeholders;

Criteria used for program evaluation:

- KAA Accreditation Manual

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1.2. Site visit schedule

11 March 2021

Programme / Time	Political Science/ BA International Relations and Diplomacy/ MA	Philosophy /MA (Reaccreditation)	Social Work/BA
09.00 – 09.40	Meeting with the management of the faculty where the programme is integrated *(no slide presentation is allowed, the meeting is intended as a free discussion)*		
09.45 – 10:45	Meeting with the heads of the study programme: Political Science/ BA	Meeting with the heads of the study programme: Philosophy /MA	Meeting with the heads of the study programme: Social Work/BA
10:50 – 11:50	Meeting with the heads of the study programme: International Relations and Diplomacy/ MA		
11:50 – 12.30	Lunch break		
12:30 – 13:10	Meeting with quality assurance representatives and administrative staff		
13:15 – 13:55	Meeting with teaching staff		
14:00 – 14:40	Meeting with students		
14:45 – 15:25	Meeting with graduates		
15:30 – 16:10	Meeting with employers of graduates		
16:10 – 16:20	Internal meeting of KAA staff and experts		
16:20 – 16:30	Closing meeting with the management of the faculty and program		

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Nr.	Study programs	Experts	Responsible persons of study programs		
1	Political Science/ BA: a) International Relations and Diplomacy b) Public Administration (Accreditation)	Prof. Dr. Vlatko Cvrtila Mr. Artur Tventarnii	Adem Beha	Bardhok Bashota	Ardian Kastrati Zenun Halili
2	International Relations and Diplomacy/ MA (Accreditation)	Prof. Dr. Vlatko Cvrtila Mr. Artur Tventarnii	Bekim Baliqi	Anton Vukpalaj	
3	Philosophy /MA (Reaccreditation)	Prof. Dr. Sonja Kacar Mr. Juraj Bogat	Hasnije Ilazi	Kristë Shtufi	
4	Social Work/BA (Reaccreditation)	Prof. Dr. Milan Pol	Lulzim Dragidella	Vjollca Krasniqi	Njomza Llullaku

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

The Faculty of Philosophy is the first academic unit of higher education in Kosovo, which was founded on October 30, 1960, and its mission was and still has the proper education of young people of Kosovo to prepare them as worthy and useful citizens for the country. The role of the foundation of the Faculty of Philosophy has always been and remains a source of reflection as well as political and social changes in the progress of the country and Kosovo society. The Faculty of Philosophy has been the leader of many vital processes for Kosovo, despite the challenges it faced during its functionality.

At the Faculty of Philosophy, there are currently seven departments, such as:

1. Department of History
2. Department of Philosophy
3. Department of Sociology
4. Department of Psychology
5. Department of Political Science
6. Department of Social Work

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7. Department of Anthropology.

The mission of the Faculty of Philosophy is that, through enhancement and strengthening of academic capacities, enriching the academic tradition with advanced European and international experience and practices, through expanding cooperation, increasing professionalism, intensifying scientific research, and digitizing administration and services to students, to become an academic institution of the prestigious international universities, with emphasis on the European Union, and to be a serious competitor in the academic market not only in the region but also beyond as well.

The Faculty of Philosophy aims, according SER, are:

- education process of students in the field of philosophy, sociology, psychology, history, political sciences, ethnology, archival science and social work;
- Theoretical-practical training of students in the above-mentioned fields to prepare for the labor market;
- affirmation and implementation of the highest achievements in the abovementioned fields of European and world culture and science in Kosovo society; scientific research on phenomena and social processes in Kosovo society and beyond;
- cultivating critical and creative thinking in the field of scientific and social theory and practice;
- raising human resources, applying theoretical and humanistic knowledge, practical life, and competing skills in relevant fields;
- promoting values and civic democracy to the young generation;
- co-operation in teaching, research and publication with homologue institutions at the national, regional and international level;
- Creation of professionally capable and morally responsible staff for the exercise of important social, political and educational roles and functions in society;
- integration into the European area of higher education and achievement of students and teachers' mobility;
- interrelationships and fields of study within the Faculty of Philosophy and cooperation with other faculties of the University of Prishtina. The realization of this goal will be achieved through various forms of organization: the establishment of interdisciplinary Master studies; research and projects, as well as joint interdisciplinary publications with other faculties within the UP; the organization of round tables, seminars, symposiums and joint professional and

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scientific congresses; researching and identifying labor market needs and joint adaptation of market research plans;

- the establishment of competent cadres capable of solving the theoretical and practical problems related to Kosovo society, solutions that would contribute to the economic, social, democratic, cultural and educational prosperity of the Republic of Kosovo.

The Faculty of Philosophy has 6 programs with valid accreditation, 6 programs MA, as well as 3 programs at BA level in the accreditation process and re-accreditation. The Faculty of Philosophy has engaged 42 Full Time professors and 17 Full Time assistants. Also, in this faculty are also engaged 7 professors and 13 assistants Part Time. Within the Faculty of Philosophy, provision of administrative services and for students is covered by 17 administrators. according to data from SER the Faculty of Philosophy has 1939 undergraduate students, 470 at MA level and at postgraduate level 16 students in history.

Based on SER, "the objective of the program is to provide high quality academic education in the field of political science. Political Science BA program dates back to 2001. In 2009, the BA program is re-accredited and redesigned in collaboration with the Universities of Salzburg (Austria) and Pavia (Italy). Within this program, list of courses proposed are related to labor marked needs identified in Kosovo and beyond. Some of the main study course are as follows: political methodology; political theory; international law; international economy; public policy and diplomacy; international relations; public administration; peace and conflict studies; civil society, etc. Whilst drafting this program previous recommendations of external experts were taken into consideration. Thus, the first two years of the program will be focused on the basic courses of political science, while, in the third year, students will have the opportunity to choose between the two paths, specialized subfields: A) International Relations and Diplomacy; B) Public Administration."

2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

The SER does not clearly indicate how the mission of the study program follows the general mission of the institution. In SER there is only a general statement without additional information: "This study program is in line with the mission of the Faculty of Philosophy. The MA program provides high quality studies in line with the best standards and practices used in the European Higher Education Area, this program enhances students' academic knowledge

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and practical skills in the field of international relations, and diplomacy. The mission of the Faculty is, according to SER, the following: "The mission of the Faculty of Philosophy is that, through enhancement and strengthening of academic capacities, enriching the academic tradition with advanced European and international experience and practices, through expanding cooperation, increasing professionalism, intensifying scientific research, and digitizing administration and services to students, to become an academic institution of the prestigious international universities, with emphasis on the European Union, and to be a serious competitor in the academic market not only in the region but also beyond as well." Since no additional information on the connection between the mission of the Faculty of Philosophy and the study program was presented in the SER, this connection was interpreted from the entire document.

The study program mission is appearing to be generally consistent with the mission statement of the institution and with objectives which are focus to prepare students for carriers that would be beneficial to them at their post-university education, leading and administrative positions, and the public service. It should be noted that in the future, the institution should show more clearly the connection of its mission with the mission and goals of study programs.

Regarding the consistency of the program with National Qualifications Framework and the Framework for Qualifications of the European Education Area, no evidence-based information was provided in the SER. It means that no explicit information which would link existing learning outcomes of the program to specific level descriptors relevant to the program were provided.

In SER is not presented additional overarching didactic methods with strong focus on critical thinking in description of study program. But, in SER are presented didactic approach of institution and we can conclude that the same principles apply to all study programs. By reading each individual syllabus, the didactic approach and procedures for assessing students and their achievements can be determined.

In SER and during online meetings was presented that program is designed based on rules, guidelines and laws issued by the Ministry of Education and University of Prishtina. All documents are published and publicly available to all staff and students.

From SER and during the online meetings with representative of institution and head of program, the expert gained the impression that good level of compliance with internal regulations relating to ethical conduct in research, teaching and assessment has been achieved. One of the main problems they face is the lack of application of anti-plagiarism software, which significantly limits their authentication in research and scientific papers. We received

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information during the meeting that there is no anti-plagiarism software at the university either, but University of Prishtina is currently working on its procurement.

The information received from SER and during meetings about procedures and intervals for reviewing policies, regulation, terms of reference and statements of responsibility relating to the management and delivery of the program did not proved reviewing at least one every two years. It should be noted that the process of reviewing the policies, regulations, terms of references, and declarations of responsibility surpasses the competencies of the Department which could be obstacle for fulfilment of required standards. However, it should be mentioned that the institution in its part of the responsibility meets the requirements of standard 1.6.

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	

Compliance level: Partially compliant

ET recommendations:

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1. *Institution should develop model for linking existing learning outcomes of the program to specific level descriptors of National Qualification Framework and the Framework for Qualifications of the European Education Area.*
2. *The institution should review all syllabi and learning outcomes in them, and link them to learning outcomes at the level of the study program.*
3. *The institution should conduct teacher education for writing learning outcomes and linking them to the assessment of student achievement.*

2.2. Quality management

The SER describes the quality management system at the University of Prishtina. The system is centralized and institutions do not seem to have too much autonomy in planning evaluations and changes for improvement. The University conducts an evaluation process at the level of the institution, staff and students. The electronic SEMS system enables the evaluation to be carried out and the results are obtained in a short time. In a conversation with the management of the institution and the person in charge of quality, we received a description of the system and its functioning related to the student assessment of each subject and teacher. After the results are obtained, they are forwarded to the institution and teachers. There is no organized discussion of the results at the level of institution after each semester evaluation, but it is generally kept at the level of teachers who have no obligation to discuss these results with students. Students have no insight into the results and they are not made public, as it is prescribed in the regulation. Additionally, in the discussion with the staff, they declared that the evaluation system assures the anonymity of the answers, however, the students expressed concerns regarding this aspect.

The use of evaluation results is maintained at the subject level and teachers are responsible for implementing the changes if they deem them necessary. In an interview with the management of the institution, we were introduced to the low response of students to evaluations, which led to the conclusion that they are not mandatory for students, but voluntary. In the conversation with the students, we received information that they are required to fill out an evaluation questionnaire before taking the exam. It remains unclear whether the questionnaire is mandatory or not.

The institution does not have its own network of alumni. The University is responsible for this network, but the Faculty does not have any special benefits from the work of that association in sense of receiving feedback from former students. There is no evidence of existing and using

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some exit survey for students before graduating which could help for general evaluation of all program at the end of studying. In addition, the Department of Political Science does not seem to have sufficiently developed contacts with external stakeholders in terms of their participation in discussions on the necessary program changes and its adaptation to the necessary competencies. There is a lack of greater participation of alumni, employers and other stakeholders who could participate in adapting the study program to general and specific social needs. The SER does not present evaluation mechanisms such as employer feedback and subsequent performance of graduates and appropriateness of intended learning outcomes and the extent to which they are achieved.

According to the SER, all Political Science Departments have regular monthly council meetings to discuss various topics related to quality assurance. It was pointed out that all teachers participated in the development of the SER, although it seems from conversations with teachers that they are not fully familiar with the content of the SER. Recommendations from previous accreditations have been implemented and teachers have participated in creating of new subjects and implementation of changes. Teachers also participated in study visits to other institutions outside the Republic of Kosovo where they gained knowledge and experience that were later implemented in changes in study programs and teaching methods.

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	
Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.		X

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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: Partially compliant

ET recommendations:
1. *Develop model for using all evaluations in processes for improvement quality management and integrated them in normal planning process.*
2. *Increase transparency of evaluation results*
3. *Engage students in quality management processes*
4. *Engage other stakeholders in evaluation of program like public administration, business sector representatives, and former students*
5. *Develop and implement exit surveys for graduates.*

2.3. Academic staff

Most staff at Political Science Department have academic titles and proven track record of academic activities in the chosen specialist area. It is evident from SAR that academic staff at Political Science Department is able to deliver high level student learning experience through inclusive, relevant programs and curricula while being professional and collaborative. The Faculty staff formally consists of full professors, associate professors, assistant professors, teaching assistants and lecturers. Staff appointment and ranking is determined by educational, scientific, research and service criteria. In order to enhance the academic strengths of the Faculty overall, full-time and part-time academics have been provided with relevant training opportunities through Centre for Teaching Excellence (CTE) of University of Prishtina.

In this study program all teachers are full-time employees. From the list of their published articles and books it is evident that in their research they partially deal with research problems related to the subjects they teach. However, a review of syllabuses shows a lack of papers published by lecturers in list of literature, so this should be gradually changed. A review of the

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literature on the subjects showed that out of 18 subjects, only six have a book or article published by the teacher on the subject in the bibliography. For example, in Kosovo's Foreign Policy, the teacher's book "Ngritja e nje shteti. Politika e Jashtme e Kosoves" (Establishment of a state. Kosovo Foreign Policy) is an additional reading, while basic readings contain books that only partially cover the subject and general issues of foreign policy and analysis of foreign policy.

In a panel discussion with teachers, we were given information about the preparations they went through for online teaching and how it was organized. We also received information about the workshops organized by the University of Prishtina and which they should attend. In the conversation, the teachers confirmed how they went through the workshops on writing learning outcomes. However, by reviewing the syllabi attached to the SER we notice inconsistencies in the writing of learning outcomes as well as inconsistencies in the content of some syllabi.

In a panel discussion with teachers, they stressed that they were overloaded with administrative and teaching responsibilities and that they had too little time for research and writing papers. The procedure for quality improvement is presented in the SER and it is visible that the University of Prishtina has a developed quality assurance system. Responsibility for quality management and taking improvement measures is mainly exercised through the quality assurance system at the University of Prishtina. From the presented materials and from conversations with teachers and management of the Faculty of Philosophy and the Department of Political Science, the centralization of the system limits the possibilities for the institution to focus more on quality improvement through the development of teaching strategies, changes in teaching process, teaching materials and other academic content. It seems that changes in the teaching content mostly depend on the responsibility of teachers, who use student evaluations for this purpose. Also, the SER explains in more detail the actions of teachers in changing the content of the subject as a result of student evaluation, and less what the institution does in matters of quality assurance.

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,	X	

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workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.		
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	
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	
Standard 3.8. Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.		X
Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.		X
Standard 3.10. Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	X	

Compliance level: Substantially compliant

ET recommendations:

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1. *Extend the academic staff evaluation from only student evaluation, to other components (self-evaluation, superior, peer etc.)*
2. *Develop and implement institutional models for monitoring and improving quality in which all teachers and students will be involved.*
3. *Pay more attention to teacher research plans and link them to the subjects they teach*
4. *Upgrade current framework to ensure that regular student evaluations have a considerable impact on staff promotion and adaptation of the study program.*

2.4. Educational process content

The program covers a broad range of competencies required to work in public sector, mostly in Foreign Affairs Ministry, NGO's and International Organizations, research institutions and think-thanks organizations. The program is interdisciplinary by character and include history, political science, sociology, law, economics, security studies etc.

The content and structure of the study program has been changed in the last ten years as a result of external evaluations. The goals were to modernize the study program and adjust the learning outcomes to the required competencies. It is evident from the SER that the changes were undertaken mainly through the recommendations of experts from external universities, and less through cooperation with external stakeholders in the Republic of Kosovo who are potential employers to future students. It should also be noted that no changes resulting from the internal quality management system are presented. In the future, it would be good to see changes in the structure of studies and subjects that would result from internal evaluations and co-operation with external stakeholders (Kosovo State Administration, NGO's, International Organizations and others who are employer of International Relations and Diplomacy study program).

The current study program follows the structure of similar study programs in the region and in the EU. In the last ten years, following the recommendations of external evaluators, the program has changed and adapted. These changes may have led to a lack of consistency in the structure of the study program and the content of individual subjects. For example, in the courses Contemporary Security Studies and Management and Resolution of International Conflicts there is a very similar literature which results in similar course content. The content of Contemporary Security Studies does not correspond to the field of security studies, but to conflict management. It seems that all syllabuses, contents, learning outcomes and bibliographies should be revised, and each syllabus adapted to the area to which it belongs. It is not necessary to have a lot of titles on the bibliography in every syllabus. For basic literature, it is enough to suggest to students one or two titles whose contents will be used in the exam.

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The list of additional literature should include only those titles that are related to the content of the course and that allow students to deepen and expand their knowledge by writing essays or participating in discussions on some issues.

Although the SER emphasizes the possibility of developing practical knowledge and skills for working in different jobs, this is not visible from the presented program. It seems that the program is more focused on the development of theoretical knowledge and analytical skills, and too little on appropriate specific knowledge and competencies that would be useful to students in employment. For example, the program does not have enough content in the field of protocol and communication between different cultures, although in the learning outcomes and goals of the program it is announced as one of the important dimensions.

The SER presents learning outcomes at the level of the study program and syllabi level. Within the syllabus, models for measurement of student workload are presented as well as learning outcomes. Students in the Panel pointed out that there is too much theory in the study program and too little content that would be related to future jobs and suggested that a better balance between theory and practical content should be achieved in the future. The students also pointed out that it would be good to have more electives in the program, as well as subjects related to the European Union and the accession process that is important for Kosovo.

Teachers use new IT solutions to communicate with students and provide them adequate learning materials. Institution has provided all syllabuses with all needed information. Learning outcomes has been explained at the beginning of each course. Student assessment mechanisms are conducted fairly and objectively and are part of syllabus. There is no syllabus for practical part of study program (Internship) and there is not visible what kind of general and specific goals are included in practical work of students. Students are free to choose their own host institution and they need no approval from Department or Faculty for their choice. In the conversation, the students emphasized that finding an internship is a problem for them because they have to visit the institutions themselves and ask for the possibility of practice. They think that the Faculty should organize the internship better and should find an internship for students. From the SER and conversations with the Faculty management and students, it is evident that the practice is not directly related to the planned learning outcomes at the program level and the necessary competencies because lack of syllabus and learning outcomes of internship. In SER, in part of Standard 4.11. explanation is presented description of internship which relates to student research. No more information is presented on internship, content of internship or procedure for evaluation of internship. In program structure is not internship presented as separate subject and no explanation how internship follow and fulfill learning outcomes and competencies of student. There is room for improvement in this area, so the institution is

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expected to take appropriate action in this direction. According to SER, Faculty has signed agreement with some institutions/organizations that provide internship for students, but there is no more information on it in SER and about content of agreements. I should be better presented in SER and from signed agreements should be visible goals of internship and connection with general competencies and learning outcomes of program.

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	X	

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outcomes are explained and discussed with students from the perspective of their relevance to the students' development.		
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 KAA inconsistently assessed.	X	
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. *To be inserted the overview of the program (with all areas to be filled out).*		X

Compliance level: Substantially compliant

ET recommendations:

1. *Make revision of learning outcomes and connect them with learning outcomes of subjects in study program.*
2. *Make revision of all syllabuses with focus to content, learning outcomes and list of literature.*
3. *Use all evaluation tools for monitoring teaching process and include evaluation results in regularly (ones per year) review of program and academic achievements.*

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4. *Create a syllabus for Internship/Professional Practice with clear and visible learning outcomes that are connected with program learning outcomes.*
5. *Create a procedure for monitoring the program, including actions to be taken in to dealing with situations where standards of student achievement are inadequate.*
6. *Include more practical issues in study program such as protocol, communication between cultures etc.*

2.5. Students

The admission procedure is clear and transparent and applies to all students. All students enrolled in study programs have evidence of a completed four-year high school and finished BA Studies. The study program groups are dimensioned to ensure an effective and interactive teaching and learning process. Students receive feedback after the exam and have the ability to inspect the test. There is also a procedure of appeals to teacher behavior. Students can use consultations to talk to the teacher about learning materials or about writing papers. In discussion with management and teachers, difficulties were encountered in the absence adequate literature, which is mostly in English language. This problem may be significant at the BA level, but at the MA level all students must have adequate knowledge of English which means they can use literature written in English.

There is present model for flexible treatment of students in special situation and learning schedule is adopted for working students. The institution does not have plagiarism detection software, so most rely on teachers who need to check the originality of some work that requires tremendous efforts. Transfer students from another institution is regulated by internal rules and procedures. Teachers hold regular and occasional consultations for students and the consultation time are announced in advance.

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	

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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: Substantially compliant

ET recommendations:
1. *The University is strongly recommended to purchase software for plagiarism checking*
2. *Make more efforts to provide adequate literature in Albanian language.*

2.6. Research

From the data presented in SER we can conclude that full-time employees publish papers in accordance with the rules of the University of Pristina and the regulations of the Republic of Kosovo. Most of the academic staff publications are published in international journals. Students are not involved in research projects. The scientific research program largely depends on the available funds provided by the University. The SER points out that the funds are not enough and that this limits greater scientific production. The SER is accompanied by a table that clearly shows the number of publications in significant scientific databases. Part of the full-time employees have completed their education outside Kosovo and bring international

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experience in the educational process and practice at the Department. An analysis of the list of literature on the subjects revealed a very small number of textbooks and books written by teachers who teach this particular subject. Also, the bibliography does not include scientific articles by teachers who teach this particular subject. It should be noted that a review of the literature on the subjects revealed a lack of publications of teachers in these subjects, which may indicate that they do not include their research in the teaching process, or that their research is not related to the subjects they teach.

The members of the expert team were not presented with documents that would show the connection between the study program and the policy and research plan of the institution. Teachers seem to conduct research more according to their interest than planned and in accordance with research policies and plans. The SER states that the institution supports and encourages teachers to participate in research, conferences, round tables and symposia, but does not clarify how this is done and not presented some examples. The SER does not present data on its own journals and conferences organized by the Department and the Faculty. In conversations with teachers, it was confirmed that the lack of financial resources significantly limits their scientific production and cooperation with other institutions. They receive part of the funds for research, and especially for literature, from foreign diplomatic missions.

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	

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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	
Standard 6.9. 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 6.10. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	X	
Standard 6.11. Students are engaged in research projects and other activities.		X

Compliance level: Substantially compliant

ET recommendations:
1. *Develop clear criteria for supporting teachers in publishing articles and books.*
2. *Motivate academic staff to increase research production and connect their research with content of their subject they teach*
3. *Create more conferences and seminars connecting with political and other Kosovo challenges*
4. *Motivate students to be engaged in research projects.*

2.7. Infrastructure and resources

Department of Political Science has quite a modern and suitable infrastructure for the implementation of the BA and MA programs. This includes the library, as well as suitable classrooms. Each classroom is equipped with whiteboards, computers and projectors. Institution has adequate financial and human resources, space, lecture rooms, software and library equipped with reading rooms, journals and books. The number of seats in lecture and reading room are adequate regarding number of students. The literature available to the faculty library meets the curriculum needs of the existing programs, however, difficulties are sometimes encountered in regard to access of literature in Albanian. During 2019 the library

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has been enriched with hundreds of book titles which have been provided as donations by the Kosovo Academy of Sciences and Arts, the Albanian Academy of Albanological Studies and the Kosovo Albanological Institute. The Faculty of Philosophy also, within the framework of budgetary opportunities, allocates an annual fund for the purchase of new titles, giving preference to the literature which is included in the curricula. Infrastructures and facilities responded to the requirements for disabled person's needs. The faculty library is not connected to other European university libraries, so students do not have adequate access to e-sources. There are also no technical conditions in classrooms that would allow lectures by foreign professors at a distance.

Standard	Compliance	
	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:		X

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a) a number of seats in the reading rooms corresponding to at least 10% of the 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. *Make more efforts to connect library with European university libraries network to offer more e-sources to teachers and students.*

3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

The evaluation team observed a strong proactive attitude from the programme development team regarding their engagement with the Panel during the evaluation procedures. The program development team showed a strong team spirit and sense of ownership. Obviously, good attention and attention have been provided to the (re)design of the curriculum for the upcoming students. After considering the provided documentation and discussing with the program development team, the accreditation team recommends the following:

Overall compliance:

Standard	Compliance level
1. Mission, objectives and administration	Partially compliant

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2. Quality management	Partially compliant
3. Academic staff	Substantially compliant
4. Educational process content	Substantially compliant
5. Students	Substantially compliant
6. Research	Substantially compliant
7. Infrastructure and resources	Substantially compliant
Overall compliance	**Substantially compliant**

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

The expert team noted that the text in SER related to MA study is very similar to the text from SER for BA study. This limited insight into information that could be specific to the MA study. Although the texts for SER for BA and MA level are similar, we can still conclude that there was enough information to evaluate the MA study program. This approach to re-accreditation may be justified because it is a study program within the Department of Political Science and that exist connection between levels, but ET still believes that there should have been a difference in presentation, especially in the part related to the MA study program. In the future, however, more attention should be paid to the specifics of different levels of the study programs.

ET also notes that the approach in writing relied on standards and evaluated whether a standard was met or not resulting in a lack of concrete information and evidence of compliance. We recommend to the institution a different approach in writing SER in which it will offer more concrete information and documents related to meeting the standards.

The general impression is that there are important elements of quality assurance in the institution, but it can be noticed that the quality management of the study program is still not fully based on the key activities arising from the internal quality assurance system. ET believes that this could be a consequence of a centralized quality management system at the level of the University of Prishtina and in which the institution has limited autonomy. Nevertheless, ET believes that there are activities and issues in which the institution could show more autonomy in quality management, which would not be contrary to the rules of the university. For example,

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autonomy could be greater in the use of student evaluations, and the use of other evaluations (self-evaluation, peer and superior's evaluation), exit surveys for students upon graduation, or evaluations through collaboration with future employers and study alumni. These are all activities that the institution can undertake in order to develop the study program and improve the teaching process and provide students with appropriate competencies.

Considering the recommendations, ET noticed that there is room for improvement in all areas. The Political Science Department of the University of Prishtina has a 20-year tradition of introducing changes to improve the study program, demonstrating the commitment of teachers and administration to develop in line with changes in the social needs of the Republic of Kosovo and changes in political science. The improvements suggested in this Report should be subjected to rigorous quality management based on proven quality management framework which is communicated to all stakeholders and which serves as a basis for participatory action involving all stakeholders. The institution has made great efforts to develop a SWOT analysis in all areas. We suggest that all these analyzes be used for an internal discussion of improvement activities in all areas, and that an action plan for improvement be presented to teachers and student representatives.

Despite the fact that it is an institution with a tradition in higher education and a dedicated team, ET concludes that there is a need to improve the quality assurance system by involving students and other stakeholders in the process in order to continuously improve the teaching process and other standards at the institution. We also suggest that there is a need for changes in achieving appropriate learning outcomes at the level of the study program and linking with learning outcomes at the level of individual subjects as well as paying more attention to student internship. ET noted adequate capacities in faculty leadership and the teaching team to implement recommendations and changes in order to better meet the required standards. For these reasons, we believe that a period of three years is appropriate for the implementation of changes.

In conclusion, the Expert Team consider that the Master of International Relations and Diplomacy offered by Faculty of Philosophy University of Prishtina is **substantially compliant** with the standards included in the KAA Accreditation Manual and, therefore, recommends to accredit the above study program for duration of **three years** with **40** students to be enrolled on the program.

Expert Team

Chair

Prof. Vlatko Cvrtila, PhD.   **April 6, 2021**

     (Print Name)   (Signature)   (Date)

Member

Artur Tventarnii   **April 6, 2021**

(Signature)   (Print Name)   (Date)

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