University of Pristina, Faculty of Philosophy
Archivistics, MSc

REACCREDITATION

REPORT OF THE EXPERT TEAM

12 May 2021, online evaluation

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1. INTRODUCTION

1.1. Context

Date of site visit: 12 May 2021, online

Expert Team (ET) members:

- Dr. Anna Bara
- 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 the Faculty*
- *Web-site of the **Faculty of Philosophy** http://en.fifa.pr.ac.rs/*
- *Development Strategy of the Faculty of Philosophy 2018-2023, https://filozofiku.uni-pr.edu/getattachment/Ballina/1--STRATEGJIA-E-ZHVILLIMIT--E--FAKULTETIT-FILOZOFIK-2018-2023-(Anglisht).pdf.aspx*
- *National Qualification Framework, https://akkks.rks-gov.net/uploads/national_qualification_framework_handbook_2020.pdf*
- *Law on Higher Education No. 04/L-037, https://masht.rks-gov.net/uploads/2015/06/02-ligji-per-arsimin-e-larte-anglisht.pdf*
- *Information obtained during the site visit*
- *Meetings conducted with the management of the institution, teaching and administrative staff, students, graduates, external stakeholders and employers of graduates;*
- *Website of the National Erasmus+ office http://erasmuspluskosovo.org/*
- *Law no. 03/L-060 on National Qualifications (http://masht.rks-gov.net/uploads/2015/06/11-ligji-kualifikimeve-2008-03-l-060-en.pdf)*
- *Law No. 04/L-135 on Research and Scientific Activities (http://masht.rks-gov.net/uploads/2015/06/ligji-per-veprimtari-kerkimore-shkencore-2013-eng.pdf)*

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- *Law NO. 04/L – 143 on Adults Education and Training in the Republic of Kosovo (http://masht.rks-gov.net/uploads/2015/06/ligji-per-arsimin-dhe-aftesimin-per-te-rritur-ne-republiken-e-kosoves-2013-eng.pdf)*
- *Law No. 04/L – 138 for Vocational Education and Training (http://masht.rks-gov.net/uploads/2015/06/ligji-per-aftesimin-profesional-2013-eng.pdf)*
- *AI No.11./2015 on Comparability and Equivalence of Diplomas and Study programs before the Bologna System and the Bologna System (http://masht.rks-gov.net/uploads/2015/09/binder1-2.pdf)*
- *AI No.12/2015 on Scholarship Application (http://masht.rks-gov.net/uploads/2015/10/ua-masht-12-2015-per-ndarjen-e-bursaverotated_1.pdf)*

Criteria used for program evaluation:

- *KAA Accreditation Manual;*
- *National Qualification Framework, https://akkks.rks-gov.net/uploads/national_qualification_framework_handbook_2020.pdf*
- *Benchmarking of HEIs in Kosovo.*

1.2. Site visit schedule

12 of May

09.00 – 09.40	Meeting with the management of the faculty where the program is integrated *(no slide presentation allowed, the meeting is a free discussion)*
09.45 – 10:30	Meeting with quality assurance representatives and administrative staff
10.35 – 11.35	Meeting with the heads of the study program
11:30 – 12:10	Lunch break (to be provided within the faculty premises)
12.10 – 12:50	Meeting with teaching staff
12.55 – 13.40	Meeting with students
13.45 – 14.25	Meeting with graduates
14.30 – 15.10	Meeting with employers of graduates
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

The University of Pristina (UP) was established by the Assembly of the then Social Autonomous Province of Kosova, on the 18th of November 1969 by the adoption of the „Law on Establishment of the University of Prishtina." The enactment of this law gave the University a legal status and defined its mandate as providing academic services, research, artistic work, professional consulting, and other fields of academic activities. The University currently comprises 10 Faculties with approximately 900 academic and administrative staff and 10,500 students. The University offers a range of undergraduate and graduate programs to endow students with the knowledge, the skills, and the professional training in their area of education.

The Faculty of Philosophy was founded on October 30, 1960 (NB: earlier date that the creation of the UP). The foundation of the Faculty was created with the aim to serve as a source of political reflection upon social changes within the country.

SER lists seven departments, namely:

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
7. Department of Anthropology.

ET: This information is not available on the EN version of the website of the Faculty. It is recommended to add it.

Within these departments, the teaching process is organized into seven BA programs: Anthropology (Archeology Profile and Cultural Anthropology), Philosophy, History, Psychology, Social Work, Sociology and Political Science; six (6) MA programs: Philosophy, History – New Time, School Psychology and Counselling, Sociology and European Integration and Public Administration; Archivistics, two doctoral programs: in History and Sociology.

ET: the number and the names of the programs do not correspond to those listed on the website http://en.fifa.pr.ac.rs/study-programs/about-study-programs/. The MSc in Archivistics is not listed. A search of the Faculty website or of the University website for the Archivistics turns empty, while it is listed in the SER. Hence the evaluation is only possible on the basis of the SER and onsite visit. This void has been addressed during the visit. The explanation has been provided that the EN version of the website is under construction and will be updated soonest possible, which represents a commendable and welcome initiative.

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2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

The mission of the University of Pristina is available in the local language. The English version of the website does not seem work for the moment. *ET: the reasons and the upcoming update communicated during the meeting with the management of the Faculty is duly noted.* The translation from the Albanian language indicates that the University pursues the following goals via its programs:

  • To act as an institutional and leadership center for the advancement of knowledge, creative ideas and science in the higher education system of Kosovo;
  • To play a leading role in the development of education, science, culture, society and economy of Kosovo;
  • Assist in the process of promoting civic democracy;
  • Aim to create and support the highest standards in the field of teaching and learning, scientific research and artistic creativity;
  • Use its resources as efficiently as possible;
  • To cooperate maximally and to participate in all higher education activities at national, regional and international level;
  • Promote and implement European standards for sustainable development;
  • Fully integrate into the European Higher Education Area, into the European Research Area and take appropriate reform steps necessary to achieve this mission;
  • To be oriented towards innovation and excellence in scientific research.

The **mission of the Faculty of Philosophy** complies with the overall mission statement of the UP. According to the Statute of the University of Pristina, Articles 7-11, as well as the applicable legislation in the Republic of Kosovo, the Faculty of Philosophy provides equal opportunities and free of any discrimination for all students regardless of their ethnic, gender, racial, religious differences and their health status. Moreover, according to the applicable legislation on higher education in the Republic of Kosovo, the Faculty of Philosophy, for each study program has the guaranteed quotas for members of minority communities living in Kosovo.

The mission of the Faculty Philosophy is reflected in the *Development Strategy of the Faculty of Philosophy 2018-2023* by stating its overarching goal to "advance the knowledge, critical thinking and creativity; provide quality programs and a quality study environment; cultivate the values of a democratic, equal, inclusive and diversified society; and provide a cultured, friendly and cooperative environment within the institution." Furthermore, the mission of the Faculty of Philosophy is reflected in the SER, as follows: "through the enhancement and strengthening of academic capacities, enriching the academic tradition with advanced European and international experience and practices, through expanding cooperation,

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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." Further specific aims have been confirmed in the course of the meeting:

-    education and training of the students in the areas of philosophy, sociology, psychology, history, political sciences, ethnology, archivism and social work;

-    theoretical-practical training of students to prepare for the labour market;

-    increasing the capacity and knowledge of the human resources in the relevant areas of expertise;

-    cooperation in teaching, research, and practice at the regional, national, and international levels;

-    creation of professionally capable and ethical staff for the exercise of social, political and educational roles and functions in the society;

-    cooperation with other faculties of the UP, via the joint projects, joint interdisciplinary publications, organization of round tables, seminars, symposiums, and other joint professional and scientific events, researching and identifying labour market needs, and joint adaptation of teaching plans and training programs;

-    the establishment of competent cadres capable of providing creative solutions to the theoretical and practical tasks ahead of the Kosovo society, thereby contributing to the economic, social, democratic, cultural and educational prosperity of the Republic of Kosovo.

The mission reflects the expectations of the students in terms of knowledge building, cultural awareness, and enhancement of social skills.

The **proposed study program, MSc in Archivistics**, is conceived as a professional degree with mandatory courses and specialized applied training classes in a range of subjects pertaining to the archival research, storage of archival materials, and their processing. The focus is on the professional training of the students. The research component is pronounced in relation to the identification of concrete documents, their classification, and securitization. Formal policies, guidelines, and regulations dealing with procedural aspects are made available in the Albanian language. All staff and students undergo a training session on the internal regulations relating to ethical conduct in research and work with the materials, including securitization matters. As stated in the SER, the implementation of this program is in line with the Development Strategy 2018-2023 of the Faculty of Philosophy and is re-evaluated internally by the Teaching-Scientific Council of this faculty and by KAA, in accordance with

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the provisions of the Administrative Instruction of the Ministry of Education, Science and Technology of 2018, Article 21.

Observation: The Faculty Library is not connected to any regional or European library network, and the students do not have the opportunity to use the online resources. Provision of access to online resources such as JSTOR would be beneficial.

In response to this note by the ET, it has been mentioned that the National library provides access to EBSCO, and there is a plan to work in this direction at the level of the UP. To this end, SER mentioned that the study program has a support in terms of infrastructure and budget provided by the Development Strategy of the Faculty of Philosophy 2018-2023. The ET noted that it does not seem to be included into the Strategy text, which suggests the existence of a separate document. The onsite meeting confirmed the budget of 145,000 euro per year for the needs of the Faculty, approximately 10% of which will be allocated on the purchasing of books for the program.

The ET asked the management of the program to comment on their own perception of their MSc program. The following answer was received:

- There is a high demand in the specialists;

- Market niche is broad, and numerous working places are waiting to be filled by the specialists;

- The program is well conceived and is tailored to the needs of the students as future specialists as well as of the employers.

- The motivation of the academic staff, and of the students, is notable throughout.

The ET confirmed the information received through desk research and consultations with a range of stakeholders and beneficiaries.

Strategic planning and governance:

The **Faculty** has a strategic plan entitled "Development Strategy of the Faculty of Philosophy 2018-2023" for a period of five years and provides information about the current legal framework, operational developments, and formative evaluation. It was drafted in consultations with the academic community, external stakeholders, and graduates. The Strategy is directly linked to the information management systems that provides regular feedback on current activities and progress in strategic initiatives through key performance indicators. The decision-making bodies of the Faculty ensure that the mission and strategic objectives are reflected in detailed planning and activities. To this end, a clear mission statement is made available, along with the strategic objectives and a detailed program outline for the next five years.

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The strategic planning of the MSc in Archivistics program is linked to the national and local labour market needs. Specific to the MSc program, according to the Faculty, the employment of graduates in their professional niche nears 90%, while the demand in specialists is growing, with projections of even higher growth in the coming months due to the retirement of a number of senior professionals. Three graduates are directors and/or managers of a range of the Archives. The graduates have found their place in the labour market niche in approximately equal measure in capacities of library scientists, museum curators, and archivists. They all are involved into cultural heritage preservation activities, to a greater or lesser degree. To date, the market needs by far exceed the available human resources with the relevant training, thereby fuelling the motivation and the necessity for the re-launch of the MSc program.

Strategic planning of the program is integrated with annual and longer-term budget. For students performing excellently, the UP allocates scholarships. The implementation of the Strategy is monitored on short- and medium-term targets, and outcomes are evaluated, with the actions following from the evaluation. Concrete examples include the adjustment of classroom teaching hours across the University programs and greater focus on the transmission of applied knowledge. Specifically for the MSc program, the implications included an allocation of a higher number of teaching hours conducted in the archives, with practical exercises on classification, recording, and storing of the archival materials, compared to the classroom teaching.

Specific to the MSc program, it should be noted that in the recent years, a number of publications by the Albanian authors on Archivistics have been prepared, while the state institutions have drafted and adopted adequate legislation for the preservation of archival documentation as well as laws for functioning of the State Agency of Kosovo Archives (SAKA). The Faculty acts in its decision-making and internal operating regulations in conformity with the relevant legal provisions.

As regards **governance**, the election criteria and processes of the decision makers and other elected positions are clear, transparent and published in institutional regulations. The responsibilities and roles of the decision-making bodies are clearly defined. The senior administration for management and the academic decision-making structures are clearly delineated. The Faculty of Philosophy continuously monitors developments in the labour marker, particularly in relation to the MSc in Archivistics, and market demands for trained professionals. The monitoring is carried out through formal and informal meetings with the representatives of relevant institutions.

Student representatives are members of all decisional, executive and consultative bodies. The mechanism for electing student representatives is clearly explained in internal regulations. There is a democratic, transparent and non- discriminatory election procedure that does not

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limit students' right to represent and to be represented. The institution is not involved in the process of electing student representatives.

The opportunities contained within the re-launch of the MSc Program rest with 1) the selection criteria for the admission to the program and 2) the teaching methodology. First, the admission criteria are clearly defined, with preferential requirements set for a completed higher education degree in social sciences, particularly history, and basic knowledge of the field of archivistics. In combination with the adequately trained and professionally competent teaching staff, with extensive experience of teaching and applied research in the archives, the program carries a great potential to deliver upon the Faculty's core mission and objectives. Second, students will combine theoretical instruction with practical work at SAKA in Prishtina and in the regional archives. Additionally, it has been noted that it is possible to develop and advance the program through professional cooperation with public institutions or private companies that would engage the staff and students of this program to help arrange and maintain their archival materials in accordance with the national and international preservation standards.

In terms of risks, the main risk identified in the SER pertained to the lack of laboratories for restoration and conservation of archival material. The mitigation strategy involved development of such laboratories in cooperation with SAKA. Additionally, during the evaluation, another risk voiced by the Faculty and graduates concerned the upcoming retirement of highly-skilled professionals, who previously provided on-site training to the students. The mitigation strategy was identified along the lines of a reopening of the MSc program with its strong focus on the applied knowledge, involvement of international experience with short-term (up to two weeks) study visits to the archives abroad, and short-term internships at the national, regional, or local archives. Timely training of professionals represents a key component in crafting and implementing the Strategy with an appropriate mechanism for risk minimization.

Standard	Compliance	
	Yes	No
Standard 1.1. The study program mission is in compliance with the overall missionstatement of the institution.	x	
Standard 1.2. Relevant academic and professional advice is considered when definingthe intended learning outcomes which are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher EducationArea.	x	

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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: Substantially compliant

ET recommendations:

1. *The ET accessed the UP website. Although there is an option for the English version, it is not activated. During the evaluation, it has been explained that the work on the website is in progress, and the IT specialists are being involved into the remodelling of the website. The new version will feature an operational English version. The ET supports the soonest launch of the updated version of the website, which is essential for the visibility of University and the study programs. If the objective to become a truly European and attract European-minded student body, as well as international students and faculty, stands, to provide the EN version of the UP website is prerequisite.*

2. *Once the MSc program is launched, to provide the Albanian and English versions of the mission, objectives, and vision of the Program on the landing UP webpage.*

3. *To specify the number of full-time and part-time students at the UP. Here, it is noted that the number of students on the website of the University and on the website of the Faculty is different – circa 10,000 https://en.pr.ac.rs/university/ and circa 10,500 on the http://en.fifa.pr.ac.rs/faculty/about-us/. While this being a minor discrepancy, it is suggested to be addressed.*

4. The *ET noted that, on the website (http://en.fifa.pr.ac.rs/) and in the text of the Strategy of the Faculty, the date of creation is an earlier date than the creation of the University itself. It is explained on the website that the Faculty has initially been established as*

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part of the University of Belgrade. It is recommended to add a line on the transition of the Faculty under the University of Pristina, which is otherwise unclear.

5. *To include the already elaborate mission statement into the Strategy and upload it in the open access on the website of the Faculty. To include the listing of all programs in English, with links to each. The SER provides an excellent overview of the MSc in Archivistics. It should really be utilized and publicized. The mission greatly resonates with the necessity to train specialists on the subject matter. The structure of the program, with a focus on archival management and digitalization, carries a great potential to attract motivated students and faculty.*

6. *The SER mentions the fact that, "*For students who achieve high success in studies, the UP each year allocates a number of scholarships from its budget." *Please add where may this info be found in open access, along with the amount of the scholarship (full/partial, tuition waver, living costs, eligibility criteria beyond academic excellence, such as BA degree, nationality requirement) and the funding source.*

7. *The mentioning of the digitalization of archives in the country represents a consideration to include into the development of the teaching curricular, along with a detailed overview of general professional competences students will obtain. The question remains what type of skills does digitalization entail, programming skills? These need to be specified.*

8. *The acknowledgement of the mission to link the education to the labour market demands represents a major plus. This specific reference is a welcome addition and corresponds well to the growing demand and discussions on skills matching in the education. As these useful details are restricted to the internal documents, the references to the mission in the open access documents are recommended.*

9. *Given that limited student mobility opportunities to conduct research and study visits to other universities providing training in the Archivistics was put forward as one potential weaknesses of the program, it may be opportune to reach out to the archives abroad (FAO Archives, Archives of the European Union at the EUI, Open Society Archives at the CEU, etc.) with a request for visiting scholarships and allocate human resources to seek funding from external donors for the faculty and the student body.*

2.2. Quality management

The organization of Higher Education sector in Kosovo is regulated by the *Law on Higher Education* No. 04/L-037, adopted in August 2011. Although Kosovo has not officially joined the Bologna Process, **Kosovo** has adopted the **Bologna Process** as a model for the HEI. The UP introduced Bologna Reforms in 2001/2002, following the general adoption of the Bologna

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Process provisions across HEI in Kosovo, without being a signatory of the Bologna Declaration, as of 2001. Currently, national legislation and UP regulations serve to implement and operationalize the objectives of the Bologna. As a result of the implementation of these reforms in higher education, the UP, along with other HE institutions, implements the ECTS credit system, the three-cycle degree system, student and staff mobility, the diploma supplement, and quality assurance system.

Quality assurance processes are coordinated at the central UP level. Specific to the MSc program, the Department commits to utilizing quality management and evaluation mechanisms. Within the quality assurance and assessment system, two types of assessments are conducted: Internal Evaluation and External Evaluation (Evaluations for institutional accreditation purposes and Evaluations for program accreditation purposes at academic unit level). Evaluation processes and planning for improvement are integrated into the standard planning processes.

Quality assurance processes ensure that required standards are met and that there is continuing improvement in performance. The ESMS - Electronic Student Management System represents the main instrument for the internal evaluation of the level of delivery of the course material to the students. The ESMS has software capacities for statistical data generation, which is regularly reviewed by the staff member responsible for the quality assurance within the Faculty of Philosophy. To ensure maximum objectivity in the evaluation of the teaching process and to assess the quality of the educational services delivered, the Faculty of Philosophy uses questionnaires formulated within the UP for academic and administrative staff, as well as students:

- *academic staff questionnaires,* which contains three categories of questions: for the faculty, for teaching and learning, and for research scientific activity. Its purpose is to gather ample data that would affect the continuous improvement of these three activities, according to the teachers' perspective. All Faculty staff participate in self-evaluations. They contribute to the processes aimed at the improvement of performance in their respective activities and areas of responsibility.

- *students' questionnaires,* which allow to assess the evaluation results, student workload, and academic success. Satisfaction is also reflected. The results are made available to the administrative and academic staff. They are carried out periodically (one time per semester) and steer the internal quality assurance process. In the past, for the MSc program, they were considered in the process of further development of the study curricular. All questionnaires consist of 10 questions and are anonymous, evaluating the academic performance of teaching staff.

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The questionnaires are filled in electronic form and are managed by SEMS. Survey data is being collected from students; the results of these evaluations are made available to the UP administrative and teaching staff.

The collected data reflect the level of distribution and delivery of the course materials throughout the semester. It also allows to monitor the progress of a particular study program. The ESMS is deployed at the end of each semester, twice a year in total. In addition to generating comparative data on the evaluation of teaching modules, it automatically distributes the results to the responsible management bodies in the Rectorate and across the Faculties, including the Faculty of Philosophy. This independent and anonymous tool accurately reflects the quality of the teaching process delivered by the academic staff and the advancement of the learning objectives amongst the students. According to the SER, quality assurance processes encompass all aspects of program planning and delivery, including academically-relevant services, teaching, and communication with the UP. The information obtained is directed to the Rector's office, where it is analysed, and the findings are sent in an aggregated manner back to the Faculty.

Each Faculty has a Coordinator for academic development and quality assurance, who serves as a bridge between the Rectorate and the academic staff. The Quality Assurance Coordinator, jointly with the management of the Faculty of Philosophy, verifies the performance of the students in the process of testing the knowledge in a certain exam period. In case of lower levels of achieving the learning objectives, they jointly look at the complete progress development of the syllabus related to a specific subject, identify the roots of the lower performance levels, and propose adjustments.

For the graduates, appropriate program evaluation mechanisms include graduates' surveys, employment statistics, and direct feedback are used to provide evidence about the appropriateness of intended learning outcomes and the extent to which they are achieved. During the meeting, it has been stated that the graduates provide their feedback and evaluation rather informally, during consultative meetings with the Faculty. They remained in contact with the Faculty and stand ready to support the program by all means available (training sessions, teaching, information sharing, etc.).

Students participate in the design and implementation of quality assurance processes. Information was provided that a mechanism will be put into place that revises programs every two years, including by means of working with focus groups, potential employers, and alumni. This suggests a systemic client orientation approach to quality assurance.

Obligatory training sessions on teaching are in place for the academic staff. All students who prepare their MA thesis are obliged to work in the archives and base their own research on unpublished sources. If this criterion is not fulfilled, they are not allowed to defend the MA

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thesis. Prior to the defence, they must prepare their seminar case study. There is a possibility to apply for Erasmus+ on digitalization at other institutions.

The main indicator of quality assessment is employment. Center for Career Development prepares students for the labour market and provides training sessions, including in soft skills development. The Center organizes career fairs and round tables. It invites companies to partake and meet with the students as potential employees, offer advice on finding employment. Lack of Ph.D. holders in the field is perceived as a drawback, and post-graduate studies in archivistics are encouraged.

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
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. *Offer refresher courses on adult learning methodologies for academic staff.*

2. *Consider the creation of an alumnae organization to maintain the relation with the graduates and conduct regular, organized consultation of their opinion.*

3. *Inform the students regularly regarding the results of the survey of their opinion and od the measures taken as a result.*

2.3. Academic staff

The academic staff represents the backbone of the Faculty. The SER lists the strengths of its academic staff, including the fact that faculty members are qualified, trained at the department of History, which is of outmost relevance, and possess relevant and adequate academic experience and training. The involvement of professionals and experts into the teaching process represents a distinct strong point of the program. Academic staff participates in the selection of students, as well as self-evaluation, and their CVs reflective of their qualifications and training were provided to the ET.

The SER's main focus is on the activities of the Faculty directed at the students as the main beneficiaries. All professors have international experience of archival research (in the USA, EU MSs, Turkey, neighbouring countries). All students undergo applied training at the national, regional, and local archives.

As far as the academic staff is concerned, the SER and the onsite visit confirm their training, credentials, and qualifications:

- The academic staff engaged in this program comes largely from the Department of History, where the program will be conducted;

- The staff has adequate titles and the right academic experience to teach at this program;

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- Practical part will draw upon the experienced archivists from SAKA and the Regional Archives, as demonstrators for archival material preservation and management techniques.

The analysis of the courses' description suggests a solid overview of the courses' content, objectives, expected learning outcomes, assessment, and forms of teaching. It was stated that more details will be provided in the syllabuses, distributed to the students prior to the start of the course.

The Rectorate decides on the employment of the academic staff, based on the proposal of the Faculty/Department. The ET reviewed the CVs of ten academic staff affiliated with the Department of History. The provided CVs made a strongly positive impression. They include the updated list of publications and are reflective of the prerequisite qualifications. All staff are full time employees, teaching at the Program one course a semester. All academic staff are provided with the contracts, which include the conditions of employment.

According to the 3.4 standard, at least 50% of the academic staff are to be full time employees. The ET was provided the list of 10 academic staff members, all with PhD. During the meeting, they confirmed that all of them are full time employees, who have been provided with position descriptions and conditions of employment, including the duration of the contract and the workload for teaching. The latter is reserved to one course per semester per single academic staff member. The total number of full-time teaching staff being ten, and one additional retired faculty member, represents a good number, particularly in relationship to the number of potential students. Guest lecturers are invited, when possible. The responsibilities of all teaching staff include teaching, engaging with the academic community, and consultations with students. The latter has been confirmed unilaterally during the meeting with the students.

Academic staff evaluation is conducted regularly through student evaluations and occur on a formal basis once per semester. The process is centralized via an online system, where responses are submitted anonymously. The results of the evaluation are made available to the Faculty and across the University. Strategies for quality enhancement are being adopted based on the evaluations, which include adapting the teaching methodology and strategy to the needs and aspirations of the students. One specific translation of the evaluation results into actions was the revision of the teaching hours in the classroom and introduction of practice-focused, applied teaching formats. It has become clear from the discussion that evaluations inform teaching staff' strategies for the improvement of teaching methods and formats. A portfolio of evidence of evaluations is kept at the central level. Strategies for improvement are discussed within the relevant Faculties and across programs and inform the decisions about amendments.

Observations:

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- During the meeting, the academic staff members mentioned lack of budget for purchasing books. They mentioned purchasing the newly published relevant literature from their own resources.

- Academic staff noted the lack of resources in the Albanian language, with the greater number of publications in English, which is seen as an area of improvement.

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	
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:

1) *Sustainability of staff and retainment in employment is linked to the availability of funds. Here, a mitigation strategy would be a plus.*

2) *Allocate portion of the budget on the purchasing of books; inquire about the possibility to use interlibrary loan; apply for funding from international donors.*

3) *The Faculty previously had access to online resources via EBSCO, the leading provider of research databases, e-journals, magazines, and other academically relevant resources, including Historical Digital Archives. The access is currently discontinued for the entire UP. It is recommended to:*

   o *Raise financial means to facilitate accessing online resources;*

   o *Explore opportunities for securing institutional access shared with other academic institutions and libraries;*

   o *Explore online resources that offer open access, particularly in areas relevant to the program, and encourage the students to familiarize themselves with these.*

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One possible source suggestion is to explore materials, methods, and books dedicated to the preservation, technical analysis, and research at https://www.metmuseum.org/about-the-met/conservation-and-scientific-research/paper-conservation. Other web-platforms are available, and their expertise may be explored.

4) *Website has been mentioned under construction. It is recommended*

   o *to add the description of various programs;*

   o *to add the admission conditions;*

   o *to add brief summaries of teaching staff members profiles (bio), with expertise/research interests.*

5) *Actively look for possibilities for academic staff exchanges, including inviting professionals for teaching and training, depending on the availability of funding. Diversifying funding to retain the academic staff and attract guest/visiting lecturers need to be addressed.*

6) *Encourage academic staff to publish on the methodology of archival research, in Albanian.*

2.4. Educational process content

The SER acknowledges that the program has been designed based on standard and models of universities that have tradition in developing a similar program. The scrupulous assessment of the courses/modules suggests that the study program is modelled on qualification objectives in archivistics. The Law on National Qualifications defines qualification along the lines of official recognition of achievements recognizing completion of education or training, or satisfactory performance in a test or exam. To this end, the courses cover subject-specific, methodological, and managerial-legal themes. Given a range of subjects covered, the study program is interdisciplinary, yet with a clear and consistent focus on the archivistics. The choice of the courses delivers on the objective to develop generic historical and specific archivistics-related knowledge, skills, and competencies. In line with the National Qualifications Framework 2020, the program offers a possibility for the individuals to obtain specialized factual and theoretical knowledge in the subject, coupled with professional skills. A diligent study will enable the students to use their knowledge to achieve results derived from structured learning, applied training, and practical work. In addition, they will be able to use the set of specialized skills required for planning, implementing, and adapting relevant processes. The e-archives component will empower the graduates to develop techniques for introducing creative solutions to practical challenges at work related to the archival resources. Given the high share of exercises in the curricular, a diligent study process will empower students to carry out

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independent work, including adapting to changing demands and dealing with previously unaccounted for factors and developments. The applied angle of the courses, coupled with the market needs in professionals, suggests high correlation between the training offered and the capability of students taking up adequate employment, while expanding their core knowledge pertaining to the discipline. In order to provide, recognize, validate qualifications and educational components, as well as promote academic mobility of higher education students, the higher education system of Kosovo makes use of the European Credit Transfer and Accumulation System (ECTS). One ECTS credit equals 30 working hours.

The SER lists the total number of credits (ECTS) accumulated for one year at 60 ECTS - credits, which are gained from 6 mandatory courses (38 ECTS), 2 elective courses (10 ETCS), from mandatory practical work (6 ECTS) and from preparation of Master Thesis (6 ESTS). All courses offer a combination of lectures and practical exercises. In some courses, their ratio is 50% for each, which is a highly promising indicator for delivering applied training in archivistics. Some explanations regarding the exercises are provided in the module/course descriptions. The content of the course and the learning objectives come across as correlating with each other. The individual components of the program complement each other in a manner that allows achieving the specified qualification objectives and provides for adequate forms of teaching and learning. The syllabuses provided to the ET clearly outline the thematic content, objectives, learning outcomes, the distribution of classes and seminars/applicative activities, forms of teaching and learning, and assessment and grading system, accompanied by selected bibliography.

Teaching strategies are deemed adequate for the learning outcomes of the program. They are clearly, albeit concisely, presented in the module descriptions. Given that the student group is envisaged as rather homogeneous (graduates of the History Department), the range of teaching techniques, strategies, and exercises is notably diverse, to tailor to individual needs of students beyond the learning objectives within the program. Assessment procedures were confirmed to be clearly communicated to students at the beginning of courses.

In compliance with the National Qualifications Framework, the assessment of the proposed courses, delivered by the qualitied teaching/academic staff, suggests that the knowledge and skills obtained in the course of the studies will enable individuals to enter and successfully integrate into the labour market. Professionals are highly demanded at the municipal level, private companies, and banks. To this end, it has been confirmed that in order to facilitate trainings practices, the University cooperates with the National Library, the Academy of Science of Kosovo, SAKA, etc. and established training procedures with relevant archives at the national, regional, and local levels, where the practical training units of the courses are delivered, explained, and evaluated. Overall, the program well combines theory and practice.

Additionally, it has been mentioned that elective courses become mandatory after the confirmation of attendance, which is a general and customary practice at post-graduate level

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programs elsewhere. There is a plan and intention to launch an additional program on information science as a separate degree. In addition to classroom teaching, internships are available for all students (at the State Archive of Albania, Kosovo Archives, etc.), hence all students graduate with practical hand-on experience in archivistics and document classification.

An MoU is signed with the State Agency of Kosovo Archives. Practices to provide training opportunities for graduates at the MFA departments and regional/ municipal archives are in place.

Overall, the academic feasibility of the study program is assessed positively by the ET. *The design of the curriculum is assessed as suitable for the students and adequate for their professional development. The workload on the students has been reported as adapted to the needs of the students, and based on their feedback, and has been institutionally approved across all faculties. Given that the website is being remodelled, the use of IT resources by the academic staff mainly concerns e-mail communication for the purposes of information sharing, bibliographies sharing, and announcements. Other resources in electronic format, particularly access to online electronic learning resources, do not seem to be available at the moment, and the resumption of their use is pending centralized coordinated decision and actions by the UP. Given that these are developments beyond control of the faculty members, their dedication to the advancement of the discipline and teaching by means of allocating their personal resources on the relevant literature is commendable. The assessment of the effectiveness of teaching strategies and the quality of delivered content is regularly conducted (after each course), and the outcomes will inform the structure of the modules, with adjustments introduced in response to evidence received concerning their effectiveness.*

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 ofdisciplinary, 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 thestudents' 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 adequateforms of teaching and learning.	x	

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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.	n/a	
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: Fully compliant

ET recommendations:

1. *Introduce the practice of lectures´ attendance where the new academic staff can learn the practice of interactive teaching and learning from the more experienced colleagues. This exchange can also be shared with research practices, where both sides can share their strong features, thereby leading to joint publications.*

2. *To introduce broader range of elective disciplines, which may fortify the interest of students towards their specialization.*

3. *The possibilities to organize paid internship practices for both the faculty and the students.*

4. *To make the training sessions in archivistics (two weeks min) obligatory for historians. The expected entry qualifications for the MSc program are adequate, and the enrolment of students with a degree in history is highly supported by the ET.*

2.5. Students

The faculty has an admission procedure, which is clear and transparent, and which applies to all future students, without negative discrimination. There are some positive discrimination procedures to encourage the enrolment of students from minority groups. According to the regulations, all students enrolled into the study programs need to have evidence of a completed four-year BA degree. The study program groups are dimensioned to ensure an effective and

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interactive teaching and learning process. Discussion with the students confirmed that they receive feedback after the exam and have the ability to inspect the tests. The students were aware of the existence of an appeal procedure. However, they were not aware of an example when this procedure was used since most of the time the eventual disagreements are discussed directly with the teachers. There is also a procedure of appeals regarding teachers and student's behaviour for ethical reasons, but the students were not aware of a situation when this procedure was used.

Students can use consultations to talk to the teacher about learning materials or about drafting a written output. According to the teaching staff, there are regular hours reserved for this activity, when the students can approach them. However, these hours are not always strictly used, since the students contact them directly, whenever they need any help or information, this being especially used in the last year due to the distant learning procedures. This information was confirmed by the students, and they declared to be overall satisfied with this procedure. In discussion with the management, teachers, and students, difficulties were declared regarding the scarcity of relevant recent research literature, which is mostly published in the English language and not available to the students and academic staff. There is a 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, hence it mostly relies on teachers who check the originality of work. The latter requires tremendous efforts. Transfer students from another institution is regulated by internal rules and procedures. The students' rights are recognised trough specific documents, and they have a representative elected in the management bodies of the faculty and university.

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	

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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. *The Faculty is recommended to raise funds towards gaining access to research literature in the Albanian language.*

2.6. Research

The ET has not located a Research Development Plan or a similar document. This is linked to the structure of the program, which is more applied, rather than research oriented. During the

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onsite visit, it has become apparent that the study program has clear and well-defined applied research objectives, which pertain specifically to the methodology of archival work. The focus is on the purpose and method of researching material in the archives for the purpose of exploring the resources contained within archival funds and collections, on the one hand, and ensuring the preservation thereof, on the other hand. Training classes are envisaged to be provided on the research aspects across a wide range of archival material for scientific, scientific-technical purposes, cultural-educational needs, for the needs of the administrative, state and judiciary bodies and other official needs. Overall, the research component of the program is focused on the applied methods in preservation, use, and conservation of the archival material. The focus is duly reflected in the structure of the program, where an entire course is dedicated to the scientific and archival research methodology. Sufficient logistic and human resources are allocated for achieving the proposed research objectives.

The need in financial resources is envisaged to be addressed through the pro-bono support of the national, regional, and local archives, which offer possibilities for practical classes and exercises. The anticipation of the limited financial support envisages the focus of the research process predominantly on archival institutions within Kosovo. Cooperation with local industry and with other research agencies is encouraged, including cooperation involving joint research projects and shared use of equipment.

Students are expected to engaged into research projects related to their selected MSc themes. The program is scheduled to complete the research component in the final semester. According to the SER, the order of research activities is envisaged as follows:

- Preparation and defence of a seminar paper: -5 days x 4 hours = 20 hours research,
- Study work for finding, researching and reading documentation; -5x3 = 15 hours
- Systematization of documentation and writing of the seminar-2 days x2.5 hours = 5 hours reading and seminar defence.

Practicum of archivistics lecturer (Held in the SAKA) -5 days x 2 hours = 10 hours preparation for monitoring; -5 days x 2 hours = 10 hours monitoring; -5 days x 2 hours = 10 hours preparation for independent holding of classes; -5 days x 3 hours = 15 hours independent holding of classes - 10 days x 1 hour = 10 hours diary work.

- Preparing Master Thesis, based on the research findings.

The ET estimates this breakdown of hours as sufficient for the purposes of fulfilling the conditions for the program. The ET also learned that the research is planned to be conducted at the State Agency of Archives of Kosovo and regional archives. The existence of an agreement between KASA and Archives in Turkey for the exchange of staff and students represents a great opportunity to explore. Financial considerations, however, seem to suggest that at least in the early stages, research is likely to be carried out in the archives of public and private agencies (upon agreement) within the country. The research process will be monitored

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by the teaching professors, assisted by the professionals of the archival institution. During the research process, the students will summarize their research results in seminar papers, which will be presented to professors for review, evaluation, and feedback. Reaching cooperation agreements in the field of archiving with public institutions and private companies for the organization of internship and research represent the next step from the already established informal practice of such internships.

For the reasons of currently not most advanced level of technological equipment in the country's archives, students will be informed about the limitations associated with the conduct of comprehensive research in the area of E-archives, digitalization processes, and other technological areas.

Given that archivistics represent a discipline with a high level of applied value, expectations for teaching staff involvement in research and scholarly activities are clearly specified pertaining to the archival research proper. Their performance in relation to these expectations is considered in staff evaluation.

All academic staff demonstrate a proven track record of publishing research results on the topics linked to their teaching activity, and beyond. These generally concern the areas of their specialization in history, which require specific research focus and experience of working with the sources. The academic and research staff publish their work in speciality magazines or publishing houses, while scientific and applied outputs are presented at conferences, symposiums, and seminars. Expert advice and consultancy are offered mainly to the national, regional, and local partners. Lack of financial means impede exchanges of experts or students from abroad.

Although not each academic staff member has produced at least an average of one research publication per year for the past three years, they all demonstrate a fairly steady and consistent stream of academic publication over the course of years, including in established reputable national and foreign peer-reviewed journals. Support is provided for junior teaching staff in the development of their research through mechanisms such as mentoring by senior colleagues and assistance in developing research proposals. The program envisages strategies to engage and capitalizing on the expertise of teaching staff and students by developing services to the community (cataloguing local archival material, digitalization of sources, etc). There does not seem to be an expectation on the part of the UP for the academic staff to contribute to attracting financial resources. However, there is an expectation to carry out research and applied work in archivistics in the national, regional, and local archives. The capacity and willingness of the academic staff and students to generate non-monetary returns has been noted, including in the performance review.

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	
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 thefield.		

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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:

1. *Continue encouraging the academic staff and students to publish work based on the findings and the available archival material.*

2. *Introduce a system of financial encouragement for the publications.*

3. *Continue encouraging modernization of research tools.*

2.7. Infrastructure and resources

Supervision of infrastructure and resource performance is regulated in manner entailing that one of the vice deans of the faculty is responsible for the infrastructure. The Vice Dean for Infrastructure and Resources monitors infrastructure performance and efficiency on a daily basis. S/he has the accurate information regarding the functionality of the infrastructure. According to the SER, the Faculty of Philosophy provides sufficient high-quality infrastructure and resources to develop this study program, with the necessary number of teaching classrooms, academic staff offices, library with a reading room, etc. The infrastructure and resources for the development of this program are in compliance with the Development Strategy of the Faculty of Philosophy 2018-2023. The infrastructure performance indicator will be monitored on a regular basis, to be supplemented, modified or adapted meanwhile in case of need.

The spaces allocated for learning meet the conditions for the development of learning both for large groups as well as for work in small groups. The infrastructure supports students with special needs. The IT infrastructure of the Faculty of Philosophy does not envisage a teleconference room for attending online lectures. The Faculty Library hosts over 11,000 volumes, with nearly 5,300 specifically relevant to the History Department. According to staff and students, while the faculty library meets the needs of the curriculum of existing programs, additional resources and literature would be welcome. The Faculty Library is not connected to any regional or European library network, and students do not have the opportunity to use the online libraries. Professors mentioned purchasing the necessary research-relevant literature

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from their own personal finances. Part of the Faculty budget was mentioned to be allocated on renovation of auditoriums, IT equipment (smart board), official visits, and study visits.

Students have the opportunity to periodically or on ad hoc basis monitor the efficiency and functionality of the infrastructure. They have the opportunity to give their assessments related to infrastructure in the internal evaluation questionnaires. The response of the institution to the remarks and requests of students will be immediate. A thorough analysis and planning will be done in advance of the interventions and changes that need to be made and then again the students' assessment will be taken into account whether that intervention meets their previously raised requests

The study program has been allocated support in terms of infrastructure and budget within the *Development Strategy of the Faculty of Philosophy 2018-2023*. The amount of support is unspecified in the Strategy; during the visit, 10% of the Faculty budget (145,000) was mentioned. Other funds have been allocated from the faculty budget for 2021 fiscal year for the purchase of the latest publications in Albanian and English languages on topics specific to the program. The program envisages support to the students to attend courses of their fields of study at the Summer University, summer schools in the region or across Europe, and then transfer the acquired ECTS. The amount of funding, the procedure for the application, and criteria for the selection remain unspecified for the moment.

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	X	

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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.		
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 ofthe study programs: a) a number of seats in the reading rooms corresponding to at least 10% ofthe 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 least50% 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 soas 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.		X
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. *To allocate a special fund for encouraging exchanges of students and academic staff with other universities in the region and beyond.*

2. *To allocate funds to purchase access to online resources, journals, and libraries.*

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3. *To allocate funds to purchasing hard copies of relevant literature, based on the recommendations of the teaching staff.*

3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

The ET found the evaluation process well organized and well prepared. The quality of teaching staff, the allocation and distribution of teaching hours and teacher-student ratio well correspond to the capacity of the faculty and the needs of the students. The responders felt conformable speaking about the needs of the program and proposing interim strategies and medium-term concrete solutions. All respondents conveyed a feeling of being motivated and enthusiastic about the perspective of re-opening of the program.

The results of the onsite visit confirm that students who achieve qualifications demonstrate will have highly specialized, extensive and in-depth knowledge, some of which is fundamental in their field of work or further study at the Ph.D. level. This includes critical understanding of theories, principles and concepts related to practical and conceptual knowledge of the subject, as well as specific terminology. In line with the National Qualification Framework, graduates will be able to apply specialized skills and techniques related to their subject or discipline in a specialized professional context, including activities that require innovative digital approaches and solutions to work-related tasks. They will be equipped with the methods to evaluate new information, concepts and evidence from a range of sources, while deploying specialized skills in planning and carrying out research and development projects.

The structure of the proposed MSc program suggests that the graduates will be trained to work autonomously and take initiative in professional contexts, responsibly performing professional duties, while being able to professionally engage with the senior staff and mentor junior staff. The qualifications obtained suggest access to employment and career advancement within the specialized field and encourage pursuing academic learning at the doctoral level.

Standard	Compliance Level
Mission, objectives and administration	Substantially compliant
Quality management	Substantially compliant
Academic Staff	Substantially compliant
Educational Process Content	Fully compliant

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Students	Substantially compliant
Research	Substantially compliant
Infrastructure and resources	Substantially compliant
Overall Compliance	**Subtatially compliant**

In conclusion, the Expert Team considers that the study program **Archivistics, MSc,** offered by the Faculty of Philosophy at the University of Pristina is *Substantially compliant* with the standards included in the *KAA Accreditation manual* and, therefore, recommends *accrediting* the study program for a duration of 3 *years* with a number of 22-24 students to be enrolled into the program.

4.   APPENDICES - n/a

Expert Team

Chair

Anna Bara   **31.05.2021**

(Signature)   (Print Name)   (Date)

Member

Artur Tventarnii   **31.05.2021**

(Signature)   (Print Name)   (Date

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