

## **KAA SITE VISIT: Faculty of Philosophy (University of Pristina), 1-2 June 2017 Programme re-accreditation of the following:**

- MA European Integration and Public Administration (120 ECTS credits)
- BA Anthropology (180 ECTS credits)

### **1. External panel:**

Prof. Stephen Adam/ (formerly) University of Westminster (UK) - (Politics)  
Prof. Dr. Vjekoslav Afrić / University of Zagreb (HR) - (Anthropology)

### **2. KAA coordinators:**

Prof. Dr. Blerim Rexha: State Quality Council - KAA  
Ms. Furtuna Mehmeti: Acting Director, Expert for Evaluation and Accreditation - KAA  
Mr. Fisnik Gashi: Officer for Evaluation and Monitoring - KAA  
Mr Shkelzen Gërzhaliu: Officer for Evaluation and Monitoring - KAA

### **3. Programmes for re-accreditation:**

The panel was assembled to undertake the programme re-accreditation of two existing programmes of study: (i) BA Anthropology and (ii) MA European Integration and Public Administration.

This report is based upon the University of Pristina, Faculty of Philosophy Self Evaluation Report (SER) dated 2017 and the accreditation site visit that took place on 1-2 June 2017. It takes account of the receipt of the additional documents that were requested (see section 5 below) plus the factual corrections submitted by the Faculty of Philosophy following receipt of the draft report. Faculty of Philosophy comments were received on 14 June and there were no factual challenges along with a number of positive remarks and commitments. The external experts welcome the positive reactions to our report and urge the two Departments to consider all the recommendations and comments that we made.

The discussions during the site visit to the Faculty of Philosophy included the following meetings: (i) faculty institutional senior management; (ii) staff responsible for the two study programmes in question; (iii) academic staff; (iv) visit to the library and other university facilities; (v) students. It was decided that the meetings with Politics and Anthropology academic staff would be held separately. The same decision was made to hold separate meetings with MA European Integration and Public Administration (EIPA) and Anthropology BA students. This facilitated in-depth discussions and insights and was of great benefit to the evaluation process. The reports of the staff and student meetings are therefore integrated into the two separate study programme reports (see section 7 below).

### **4. Documents and materials received prior to the visit:**

- University of Pristina, Faculty of Philosophy Self Evaluation Report (SER) dated 2017.
- Assorted SER annex documents
- Relevant previous external evaluation reports for the programmes seeking re-accreditation.
- KAA publications: Guidelines for experts (academic programmes);
- Code of good practice for site visits; Standards.
- The site visit programme for 1-2 June 2017.
- Lists of academic staff plus Staff CVs.

## 5. Additional documents requested following the site visit:

### 5.1 MA European Integration and Public Administration (EIPA)

(N.B. all the document listed below were received)

- a) List of approved electives for MA EIPA (SER section 3.13, p156 footnote).
- b) Thesis - full/long version module outline.
- c) Internship - full/long version module outline.
- d) List of MA EIPA thesis titles - 2016.
- e) Example of a good EIPA thesis 2016 (if available electronically + preferably in English but if necessary I can use Google translate).
- f) Example of a poor EIPA thesis 2016 (if available electronically + preferably in English but if necessary I can use Google translate).
- g) Institutional and faculty MA regulations (e.g. covering progression, appeals, resits / failure, admissions, etc.
- h) 2016 expenditure on new library texts directly associated with the MA EIPA.

## 6. General observations drawn from the meeting with senior management:

The two member external team met in a brief plenary timetabled session (9.00-9.30) with the following senior faculty staff members: Bujar Dugolli - Dean of the Faculty; Dashmir Bërxulli - Vice Dean of the Faculty; Teuta Pustina - Vice Rector of the University of Prishtina; Meliha Brestovci - Lecturer (translator); Bardhok Bashota - Coordinator for Academic Development.

A number of issues were explored with the Faculty senior management team. The discussions were very productive and the senior management were open concerning the various challenges that the Faculty faced. Many of the key issues are acknowledged in the SER section IX (pages 197- 215). Several important aspects were raised and discussed and this resulted in the meeting overrunning its official time allocation. Although this KAA visit was not designed to evaluate institutional matters - several aspects of the discussion had implications for the ongoing health and success of academic programmes of study that were the subject of this programme reaccreditation event.

It was confirmed that the Faculty did not yet have a finalised updated development plan but it was indicated that this was currently under development. There is mention of the Faculty strategic approach in the SER page 10. It was anticipated that

a new plan would be finalised by autumn 2017. However, there was no firm deadline. The external team welcomed this and stressed the importance of a plan with clear priorities, committed resources, measurable outcomes, timetable and deadlines, progress monitoring and identification of people and units responsible for implementation.

Currently the University has a very centralised system that gives limited autonomy to Faculties, especially in the area of budgets. This limits the Faculty ability to recruit more staff, improve staff development, fund research, improve its library, etc. The Faculty seeks to take a more active role in its direction and future. It was reported that possible changes to the University statutes could provide more autonomy to both the University and the Faculties.

The inadequacies of the library were acknowledged but given the lack of a realistic budget devolved to the Faculty there is no library development plan. Donations are made to the Faculty library and there is access to the nearby National Library of Kosovo. However, its holdings of specialist literature are limited and access to key academic journals via the EBSCO e-journal database is highly problematic (see also further comments in sections 7.1.5, 7.1.6, 7.1.7 of this report below). No electronic journals or hard copy journals can be accessed or are housed in or via the Faculty library. This situation has profound implications for Bachelor, Master and any planned Doctoral level studies. The Faculty is aware of this but easy solutions do not exist.

The Faculty is urged to finalise its development plan and associated policies (e.g. research, staff development, teaching, learning and assessment, etc.) without waiting for wider central University or Ministry of Education, Science and Technology (MEST) support or statutory changes.

The Faculty has approximately 5500 students in seven departments. It has an advisory Board that enhances its link to the labour market. There is also a series of student fairs that enhance student employment opportunities. The external panel suggested that such excellent developments also link to the vital need for detailed graduate destination data, which are not currently collected. It was reported that individual Departments could do this and that the Psychology department already does. Currently, over 50% enrolled MA European Integration and Public Administration (EIPA) students are already in employment and the Department of Political Science enjoys one of the highest percentages of employment post graduation (SER, (page 185). The University is also developing its Alumni Association.

The University has BA and MA regulations (SER section 1.3, pages 12-13). These regulations and statutes establish the use of multiple formal exams for assessment. Formal exams are clearly important but, 'the overarching *'Framework of Qualifications of the European Higher Education Area (QF-EHEA)'* and the 2015 *'Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)'* - all stress the use of learning outcomes and varied and appropriate assessment techniques for their assessment. In the case of Master studies rules that dictate the use of multiple small exams within a module/unit of study are not appropriate. The Faculty has its own MA regulations (dated 2007), which were sent as per the list of additional documents requested. It was not possible to explore

these due to format and language problems but any regulations dictating the use of multiple common exams for Master programme are problematic for the reasons indicated above. Any inappropriate Faculty assessment regulations should be revisited (see also further comments and recommendation in this report - section 7.1.3 below).

There was a discussion concerning quality assurance. The SER indicates that '*Quality management at a central level is under the management of the University, while at Faculty level it is under the competency of the Dean, namely vice-Dean for Education (SER page 188)*'. There is also a Quality Assurance Committee at University level and each academic unit employs a coordinator for academic development. The following question was posed: was the SER document examined and/or approved by the Faculty quality assurance processes and procedures? There appears to be no mechanism to do this and therefore outdated reading lists, conflicting ECTS credit values, poor learning outcomes, etc. were allowed to persist. A more robust system for approval of material included in the SER should exist as part of its quality assurance mechanisms.

Several of the points identified above relate to Institutional as well as Faculty matters and were not the key focus of this programme's evaluation. However, they do impinge on the quality of the programmes examined and thus are significant and should be noted and acted upon.

**Recommendations:**

- (i) The University (and if applicable the Faculty of Philosophy) should revisit its regulations on student evaluation as they restrict the current ability of Master level programmes of study to employ appropriate assessment diets suitable to the stated learning outcomes. Current assessment regulations appear to conflict with EQF, QF-EHEA and ESG best practice guidelines.
- (ii) The University, Faculty and/or Departments are recommended to develop a comprehensive system to record and analyse graduate destination statistics.
- (iii) The Faculty and/or Department should develop a more robust system for checking and approval of materials in the SER.

**7. Meetings with those responsible for each study programme:**

**7.1 MA EUROPEAN INTEGRATION AND PUBLIC ADMINISTRATION - ANALYSIS AND RECOMMENDATIONS (120 ECTS credits):**

**7.1.1 Introduction**

Professor Stephen Adam met with Prof. Dr. Agim Zogaj (Vice Dean and head of the MA study programme) and Prof. (Associate) Dr. Arben Hajrullahu. Prof. (Associate) Dr. Zenun Halili was unable to attend as he was abroad.

The discussions began by examining how the programme had altered and evolved since the previous initial accreditation of May 25-26, 2014. It was indicated that there had been a number of significant changes and improvements including the introduction of electives including: (i) *European Intercultural communication*, (ii) *Security policies and terrorism*, and (iii) *Regional policies of the European Union*. In addition, the mandatory modules '*Administrative Law and Procedure*' and '*Professional Internship*' modules were new. There was a strong emphasis on

connecting theory with practice. Several of the concerns highlighted in the 2014 report of the previous external team had been acted upon.

It was clarified that the 2014 accreditation had approved the introduction of another master programme - MA International Politics. However, this study programme had been withdrawn from the current reaccreditation. The rationale of this was briefly explored and it was stated that this decision was taken due to the following factors: (i) The Law Faculty offered a similar and competing programme; (ii) the ongoing developmental support from the foreign universities no longer existed (Vienna and Berlin); (iii) Faculty resource constraints and the decision to focus and concentrate resources on the development BA - MA - PhD. It also became apparent that the KAA requirements concerning the minimum number of full-time Professors supporting academic programmes was a significant factor. There are obviously ongoing severe staff constraints.

### **7.1.2 Academic Programme, rationale and structure - analysis and recommendations**

The MA is an important and successful programme that continues to attract students and overall numbers are presumably anticipated to rise with the demise of the MA International Politics programme. The reported dropout/student withdrawal rate of 20% is good. A high number of its students are already in employment (30%-40%) whilst they study and formal studies therefore take place Monday-Friday from 1600 onwards.

The title, focus and nature of the MA European Integration and Public Administration (EIPA) were explored. The MA programme title is unusual. It puts together two relatively distinct areas: 'European Integration' and 'Public Administration'. The logic and value of this mix needs to be further strengthened in the rationale. The SER (sections 3.2, 3.6, 3.7) do provide a rationale and need for such a programme but the mix between the two study fields is unusual. Most similar European MA programmes are titled either 'European Studies' or 'International/European Public Administration'. Furthermore, the term 'European Integration' is now more problematic than it was in the past, not only with Brexit but also, with the rise of public anti-EU integration and anti-EU sentiment across Europe. It might be useful to consider a change in name of the programme to European Studies and Public Administration.

If the course is designed to focus on Kosovo's accession to the EU then it should have more detail on: pre-accession, the accession criteria (political, economic and administrative) and the '*aquis*' (common rights and obligations embodied in the 35 *aquis* chapters). This should be identified in the modules studied (or a single specialist module) and the overall programme learning outcomes (SER section 3.7, pages 153-154).

The current rationale of EIPA is reasonable but it could be strengthened. The Politics Department should naturally contain the foremost global expertise on Kosovo politics and its role in regional and European political developments. It is logical that this strength should be made apparent in the EIPA programme. Such an emphasis would also serve to attract international scholars and students. Overall the team should further highlight the focus on Kosovo. The course team agreed that this is currently understated. The module '*EU Integration Policies towards the Western Balkans*' is an interesting and useful part of the programme but presumably covers

Kosovo as just one element. Discussion with the course management confirmed that much of the programme has a Kosovo focus or perspective but this does not come through in the programme rationale.

There are relatively few module/units on public administration and this perhaps reflects staff expertise and is not problematic. However, there appears to be little or no content or emphasis on leadership and management skills. The rationale and aims of the programme include '*to access the labour market in public administration...*' (SER section 3.2, page 152) and '*...developing competent experts and officials who are able to effectively contribute in the area of Public Administration* (SER section 3.6, page 153)'. Given these aspirations it is surprising that leadership and management skills are not prominent. This study dimension should exist in the programme. It is not clear it is present. It may be appropriate to identify a suitable management/leadership study unit from another Faculty or Department and this would also enhance the stated interdisciplinary nature of the programmes.

It was noted that there is a discrepancy between the number of ECTS credits allocated to modules/study units. This inconsistency was between that stated in the SER document (section 3.3, pages 155, 156) and the electronic modules versions in the Annexes that were sent. The anomalies were:

- Research Methods and Analysis                      SER ECTS value v 8 annex value = 7
- Public Policy and Governance                      SER ECTS value v 6 annex value = 8
- European Intercultural Communications              SER ECTS value v 5 annex value = 6
- Administrative law and Procedure                      SER ECTS value v 8 annex value = 7
- E-governance    SER ECTS value v 8 annex value = 6

These anomalies need to be rectified. Advice from the KAA indicated that the information in the SER document should prevail. Obviously changes in module/unit credit values have implications for student programmes and the 30 ECTS credit per semester and 120 credit overall weighting. However, the study programme leaders must ensure that there is a strong and appropriate relationship between the ECTS credit allocation of module/units and the learning outcome and workload calculations. It is never just a matter of balancing numbers. There is also a further structural issue. Modular systems create similar sized modules (common number of ECTS credits per module). They often also have double or triple modules when larger chunks of study are necessary. Faculty and Institutional rules that regulate modular systems have the benefit of common sized modules (or multiples) and facilitate choice of electives (and free option modules) from other programmes of study.

Student registration and admissions criteria indicate a Bachelor average score of 8+, proven English language skills and successful completion of an admissions exam. Non-Political Science graduates from the Humanities and Social Science are admitted. It appears that the latter (under Faculty and University regulations) are required to pass five core Political Science exams (SER, section 3.12, page 155). It is not clear how this system works.

Many successful MA EIPA graduates are expected to gain relatively senior European and national appointments, and/or promotion from existing posts. The SER states that '*The programme will be taught in Albanian although the case of exchange students, up to 30% will be taught in English*' (SER section 3.2, page 152). It is

essential that a high proportion of the programme must be delivered and assessed in English if it is to fit the rationale and labour market requirements identified in SER section 3.2. In discussion at the meeting with students it does appear to be the case that much is delivered in English (course managers and students reported this as 50%) and not just for the minimal number for exchange students. The nature of the subjects in question and the key texts and journal information sources are in English. Access to these is imperative if students are to obtain career advancement and pass the Master programme. Furthermore, support needs to be put in place to aid students with poor English skills. The University/Faculty and/or Department should collect graduate destination data to aid its monitoring of the effectiveness of this, and all programmes.

**Recommendations:**

- (iv) Consider the name of the programme and the possibility of re-titling it to MA European Studies and Public Administration.
- (v) Strengthen the rationale by giving prominence and emphasis to the Kosovo dimension using suitable additional text (in SER section 3.2-3.6, page 152-3) and inserting an appropriate programme learning outcome in the SER, section 3.7, page 153. Strengthen the Kosovo's accession to the EU dimension vis-à-vis pre-accession, study of accession criteria (political, economic and administrative) and the various '*aquis*'.
- (vi) Include a mandatory module on appropriate leadership and management skills or highlight and deliver such skills in existing modules - in order to fulfil the statements in the rationale and aims.
- (vii) Remove anomalies identified above and ensure appropriate ECTS weighting, based on learning outcomes and workload, are applied to all calculations as indicated in the '*ECTS Users' Guide 2015*', and any consequential structural issue are resolved.
- (viii) The Faculty, Institution and/or Department (as appropriate) to consider the future possibility of introducing common module sizes to facilitate interdisciplinary studies and wider choice of electives and pure option modules from different programmes of study.
- (ix) Amend the statement in SER section 3.2 concerning the proportion of the programme delivered in English to reflect the requirements of the statements in the rationale and the stated learning outcomes - a minimum of 50% should be delivered and assessed in English. Put in place support mechanisms for those students accepted onto the course with relatively poor English skills.

**7.1.3 Curriculum, modules and units - analysis and recommendations**

The curriculum represents a good range of studies appropriate for a Masters programme. However, as indicated above the overall Kosovo dimension needs to be emphasised along with the missing leadership/management aspects associated with the stated aims of career progression in the field of Public Administration.

The majority of the overall EIPA learning outcomes (SER, section 3.7, page 153-154) are reasonable but could be further strengthened. This would enhance the Master level nature of the programme. They could also be strengthened to emphasise high-level analytical, evaluation, synthesis, problem-solving skills, etc. This is important as

some of the existing stated overall programme learning outcomes fit a Bachelor programme rather than Master level.<sup>1</sup>

Several of the individual module/unit learning outcomes also reflect the weakness identified in the paragraph above. Some contain generalised and vague phrases like '*Be familiar with...*', '*Understand...*', '*Have knowledge of...*', '*Introduce...*'. The individual sets of module learning outcomes must overwhelmingly reflect the Master level of the studies. There is in some cases a disjunction between the learning outcomes in the SER and the information in the electronic annex syllabuses.

Many module/unit outlines suffer from the inclusion of outdated texts. This is particularly a problem for the study of European politics that requires contemporary analysis and information that reflects current developments. For example the mandatory module '*Theories of European Integration*' only cites texts dated 2000, 2003 and 2006. Many others suffer from similar weaknesses. Old texts are not necessarily inappropriate but the use of and access to recent journal articles, where cutting edge material is to be found, is essential for Master level studies. It is clear from discussions with staff and students that learners are provided with appropriate level information sources by other means. However, the important key journals should be identified and promoted.

The assessment diet was explored and a potential weakness exists. The majority of the modules/units of study (12 in total) indicate an identical assessment weighting and pattern: Participation 10%, Seminars 10%, Mid-semester test 20%, Semester test 20%, and Final test 40%. It is not clear if this pattern was adhered to in practice. This is confirmed when there are discrepancies between the SER diet of assessment and that indicated in some of the electronic module annexes.

In any case, the assessment diet for a Master programme should not share a monolithic common structure - imposed either by Faculty or Department. The assessment must reflect each particular module/unit learning outcomes. It is normal for some modules to see a range of tests (as in the pattern for the 12 modules above) but others will require a single project report, team research and presentation, role play, committee briefing paper, work-based problem, portfolio, etc. Each of these would have a quite different assessment pattern, often a single form for the whole study unit. Many MA programmes are by research only and thus have a single assessment form. The pattern indicated for the 12 modules focuses on many small exercises that may well lack depth. This is most unusual - and not necessarily appropriate - for the majority of modules studied. Furthermore, the element for 'participation' can be quite problematic. Assessment must connect to learning outcomes, not time-served or attendance. Obviously the level and nature of 'contribution' can be important but this would have to be objectively measured.

Various additional documents were requested and supplied, including the full modules outlines for the Master thesis and the Professional Internship module. Theses were both excellent documents and appropriate to a Master level programme. Undoubtedly, the Professional Internship module is a well thought out, important and valuable element of the programme. The 2016 list of MA EIPA thesis

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<sup>1</sup> For information, in the BA Anthropology the SER section 2.7, page 23 there is an impressive list of skills and competencies gained by successful Bachelor students of this programme. Master programmes should reflect a higher level of demand from their students.

titles provided indicated appropriate topics for exploration and the examples of actual theses supplied very clearly demonstrated successful Master level studies.

**Recommendations:**

- (x) Revisit the overall EIPA programmes learning outcomes to strengthen them to highlight their Master level nature and include more focus on Kosovo and management/leadership dimensions.
- (xi) Ensure that all individual sets of module/unit learning outcomes reflect Masters level knowledge, skills and understanding with consistent information between the SER and the electronic annex syllabi.
- (xii) Update (as appropriate) recommended module/unit texts and include appropriate recommended journals and journal articles.
- (xiii) Reconsider module/unit assessment diets to ensure that they are appropriate for the stated learning outcomes and consistent with current practice (this might require a revision to University/Faculty regulation - see recommendation (i) above).

**7.1.4 Research and International Cooperation**

There was a level of staff research but this was not underpinned by adequate support at University, Faculty and/or Departmental level. It is essential for increased dedicated resources to be directed for staff research and development as this impacts on the relationship between research and teaching and the quality of the programme of study. Furthermore, additional cooperative agreements and staff and student international exchanges are required to enhance the study programme.

**Recommendations:**

- (xiv) The University and Faculty should ensure that adequate research and staff development resources are made available to appropriately support MA EIPA staff.

**7.1.5 Meeting with MA staff**

This meeting was held with four academic members of staff responsible for teaching: Adem Beha (Methods); Anton Vukpalaj (Comparative Politics); Bekim Baliqi (Public Policy); and Afrim Hoti (EU Studies). The meeting focused on the MA EIPA and was a useful and very constructive part of the visit. It was confirmed that they taught much of the programme in English with translation to Albanian for less proficient students. Students were also encouraged to produce assessments in English.

The course attracts high quality students, of whom many work in public sector organisations, NGOs and other agencies. It was confirmed that many of the modules/units were naturally permeated with a Kosovo perspective.

Staff acknowledged that there are significant resource constraints on the University, Faculty and Department. Library resourcing is a particular problem and access to EBSCO e-journal electronic database via the national library no longer provides a solution as it gives limited access and it was reported that it was no longer open for use as the subscription has not been renewed.

It was clear that staff provide strong support to their MA EIPA students. They share publications and act as an essential learning resource provider to circumvent the poor library holdings. Without this sort of support the MA programme would not be viable.

Severe resource constraints impact on funding for research, staff development, staffing, library resourcing, staff exchanges and possibilities for international cooperation. These were recognised as significant challenges. In addition, the status and grades of 'professor' was problematic, as important texts published abroad were not taken into account. Only publications in a limited number of 'recognised' journals were used to gain/maintain the appropriate status.

**Recommendations:**

- (xv) The University and Faculty should ensure funding to secure access to the EBSCO (or other) e-journal database. Without appropriate access to high level journal articles the quality of both postgraduate studies and staff research are endangered.
- (xvi) The University and or MEST should revisit and update the criteria for the recognition and promotion of professors.

**7.1.6 Meeting with MA students**

The meeting was held with four impressive and articulate MA European Integration and Public Administration students drawn from year one. It is clear that the students regarded their learning experience in a very positive way. They indicated it benefitted them in their current work employment. They also appreciated the small class sizes compared to their BA experiences. Their professors intellectually challenged them and provided constructive help and support. All the students spoke excellent English and three of the four were in employment (research assistants, working for NGO, project officer, etc). Students support each other in a number of ways by sharing materials and helping their peer group colleagues with translations. It was confirmed that Professors provided essential resource materials not available in the library.

Students indicated that much of the MA programme is delivered in English and they are encouraged to submit work in English and to get their research papers published. They confirmed and welcomed the Kosovo focus for much of their studies. The students indicated that they would value the opportunity to visit EU institutions and enjoyed the opportunity to have outside speakers visit the Faculty. This positive aspect could become a more formal part of the course if it were expanded into a more structured and regular occurrence. The Faculty being situated in Pristina at the heart of Kosovo offers potential easy access to outside speakers from NGOs and ministries, etc. including politicians, ambassadors, and international mission heads.

One negative aspect raised was that the students indicated they felt the student Parliament, which was elected by a small electorate and dominated by a political party link, did not represent them.

**Recommendations:**

- (xvii) Consider the introduction of a more regular and formalised programme of outside speakers as an integral part of the course.

### 7.1.7 Facilities - Analysis and recommendations

A relatively brief visit was made to the Faculty facilities. This included a newly refurbished small lecture theatre and the Faculty library. Both external experts had previously visited and were familiar with the main parts of the educational infrastructure.

The ongoing and fully acknowledged poor state of the library is a continued concern. The library is normally a major support for Masters level studies. It currently contains no specialist journals for the MA EIPA. The holdings of texts are limited and many are outdated. There is no library development plan for the MA EIPA and no dedicated resources for any such plan. In 2016 there was no specific library expenditure budget directly associated with the MA EIPA. It was reported that in 2018 the Faculty has foreseen an allocation of €9000 '*...for the purchase of relevant literature for the full academic unit, within which this amount will be proportionally, divided Sums also for literature covering the area of European Integration.*' A dedicated library development plan for the MA EIPA should exist given the current state of library holdings.

#### **Recommendations:**

(xviii) A dedicated and resourced medium and long-term library development plan needs to be established for materials associated with the MA EIPA .

### 7.1.8 Overall conclusions

The MA EIPA is clearly a successful programme of studies, valued by its students and well supported by its professors. There are some important areas where it could be further improved and the various recommendations (i) to (xviii) are designed to aid this. The level of work is clearly of graduate standard but this is not always reflected in the identified learning outcomes, assessment mode and support mechanisms for staff. Institutional factors, inappropriate assessment regulations, library concerns, assessment regulations and various resourcing issues prevent any full-term reaccreditation. This is a matter the University and Faculty should consider.

**The MA European Integration and Public Administration is recommended for reaccreditation for a period of three years.**

## 7.2 **BA ANTHROPOLOGY - ANALYSIS AND RECOMMENDATIONS** (180 ECTS credits):

### 7.2.1 **Introduction**

During his site visit on 2 June 2017 Professor Vjekoslav Afrić met with Leader of the Department of Anthropology Prof. Ass. dr. Arben Hajdari, some professors of the study program and the students of BA Anthropology. We discussed the experience, problems and successes of the 2014 new BA Anthropology study.

### 7.2.2 **Academic Programme, rationale and structure**

The BA Anthropology is a very important study for both the Faculty of Philosophy (University of Pristina) and for the wider region, because it establishes the continuity of local culture, and builds their own cultural perspective that allows Kosovo cultural space to be glocalized (localized in global), what means to adds the value of the Kosovo tradition to the global human culture and its values.

The level of qualification according to KKK (with acronym BA, MA, PhD, doctoral studies, University course, and certificate of professional university diploma) is BA, (Level 7/KKK, KEK-Higher Education- first cycle of Bologna (Bachelor).

The study program contains two regular study type profiles:

A profile: Cultural Anthropology;

B profile: Archeology.

Minimal duration of the study program is 3 years (6 semesters).

The total number of credits (ECTS) accumulated for a year (the first year in both profiles) is 60 ECTS. By 9 compulsory subjects, students gain a 55 ECTS. The student is obligated to choose one subject from 3 elective courses, and namely gain 5 ECTS.

For the second year (for both profiles) number of credits is 60 ECTS. By 8 compulsory subjects, students gain 50 ECTS. By 6 electives courses, students are obliged to choose two subjects and gain 10 ECTS.

For third year (both profiles) number of credits is 60 ECTS. By 8 compulsory subjects, students gain 50 ECTS. By 6 electives courses, students are obliged to choose two subjects and gain 10 ECTS.

The program of the (BA) Anthropology provides opportunities for students to gain comprehensive knowledge and skills, of theory and practice, to conduct ethnographic research on diverse themes on culture and society. Students are prepared to undertake and develop ideas related to specific topics and use them as acquired skills toward the development and implementation of projects in related environments. It also prepares students with knowledge, skills and confidence to start up and work in the public, private and not-for-profit sector. It combines practical professional skills with core anthropological and archaeological traditions, including fieldwork and empirical research, critical and constructive engagement with social and cultural theories, planned surveys, recognition, excavations, representation, and comparative inquiry on nature of culture, past and present.

The Department of Anthropology aims to be the main center of anthropological thought, learning and research in the country. This is the only department that offers undergraduate courses in anthropology and archaeology in the Albanian language. The Department provides an inclusive space for students to engage with creative teaching courses, contemporary methods and approaches to the subject of

culture and society, projects with international and national research, training and employment institutions and internal activities.

### **7.2.3 Curriculum, modules and units**

The curriculum has both a theoretical and practical (applied) perspective in its study program. Methods and theories in the study program are based on contemporary perspectives in anthropology and archaeology, which aim the academic advancement of students through curricula similar to that of departments with greater influence in socio-cultural anthropology and archaeology

Students choose their track, Ethnology and Cultural Anthropology or Archaeology, upon applying to enroll in the program. In the first year, the study is the same for both tracks. Students enroll and attend all first year modules. In the third semester, students chose their study track.

Students of Anthropology are introduced to relevant methodological and theoretical issues of the field, including its history, and the comparative study of socio-cultural relations. Methods and theories are based on contemporary perspectives, including the focus on fieldwork, the interrelation of the social sciences and humanities, and aim to become integral to the study, preservation, and promotion of culture in the educational, scientific, social, and economic development of Kosovo. The curriculum includes themes reflecting the history of ethnographic research in and of Kosovo, and the region, but also aims to expand its comparative approach. The curriculum includes courses designed to interact one with the other and reflects the three main foci of the study program: 1) Representation and Practice, 2) Time and Space, and 3) Production and Institutions of Culture.

Students of Archaeology, following the foundational first year in anthropology are immersed in archaeology. Starting from the second year, students of archaeology are focused on the study of practices, historical developments, and characteristics of prehistoric, ancient and medieval archaeology in specific and broad geographic terms. Special relevance is placed on contemporary research and learning methods, which mainly relate to practical fieldwork. Intercultural relations receive particular attention through treatment of both material and spiritual culture. In addition the curriculum addresses topics pertaining to religion, mythology, art and architecture, as well as other disciplines relevant to archaeology, such as history, cultural anthropology, epigraphy, numismatics, etc. All of these are considered within a regional and world context, while the specific emphasis is placed on Illyrian and Dardanian territories. Old languages, such as Latin and Old Slavic, that were used and had influence in the region, are also part of the curriculum.

### **7.2.4 Research and International Cooperation**

Within ongoing partnerships with international institutions the Department of Anthropology has signed three agreements on student and staff mobility. Two are within the Erasmus + framework: one on archaeology with Lymière Lyon 2 in Lyon, France, and the other on ethnology/cultural anthropology with the Department of Ethnology and Cultural Anthropology, University of Zagreb. The third is an agreement reached between the University of Prishtina, Ministry of Culture, Youth and Sports, and Ecole Normale Supérieure and the French Embassy in Pristina. Specifically this collaboration aims the creation of an international archaeological summer school. Students are also expected to take part in archaeological excavations conducted worldwide by Ecole Normale Supérieure. Through this

agreement students will be jointly mentored at the MA and PhD level. In addition, the French Embassy will support two students with scholarships to pursue graduate studies in archaeology in France.

### **7.2.5 Overall Conclusions – analysis and recommendations**

#### **Analysis:**

In the past three years, the study program of Anthropology and Archaeology has made significant progress through changes from the allowed 20% per year, so it is far better than the program it started three years ago.

Especially good is conceived the idea of a common first year of study at the archaeological and anthropological track at the higher years of study

Although most consulted professors believe that developing Anthropology and Archaeology programs should be developed in a way that strengthens each of these disciplines and separates it, it would not be advisable at this time, because the proportion of permanent employees and external associates is 21% to 79%.

Both professors and students are content with the teaching, quality and organization of education in the study, although some of the students believe that the criteria of study passage should be somewhat sharper and, in particular, consider the criteria low for professors - external associates to study.

Further growth of the Department of Anthropology and the studies certainly would be easier by adopting documents on mission, vision and development plan of education in each of the studies included in the discipline.

In addition to this, the problems of study are certainly difficulties in obtaining study literature as well as the modesty of the Study library fund in the library of the Faculty of Philosophy in Pristina.

Although I had the opportunity to see a part of the professional production in Albanian, and although the production is high quality, as I could estimate, the production is too modest to meet the study needs.

Based on the visit to the Faculty of Philosophy in Pristina (June 02 2017), I consider that the BA Anthropology study combine practical professional skills with core anthropological and archaeological traditions, including fieldwork and empirical research, critical and constructive engagement with social and cultural theories, planned surveys, recognition, excavations, representation, and comparative inquiry on nature of culture, past and present, and it is of great importance for both Kosovo and the wider region. In sum, the BA Anthropology is a very successful program of studies, valued by its students and well supported by its professors.

#### **Recommendations:**

- (i) As soon as possible to fix the ratio of full-time employees and external associates in favor of full-time employees
- (ii) Find resources and opportunities for greater influence of the Department of Anthropology and Archaeology at the acquisition of collections of professional literature, in order to enhance the availability of study material.
- (iii) Create mission documents, vision and development plan, both for the Department as a whole and for individual study tracks.

**The BA Anthropology is recommended for reaccreditation for a period of three years.**

**8. Summary of recommendations:**

- 8.1 The Ma European Integration and Public Administration is recommended for reaccreditation for a period of three years.**
- 8.2 The BA Anthropology is recommended for reaccreditation for a period of three years**

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