

# External Evaluation Report

## University of Gjakova “Fehmi Agani”

1. Preschool Education
2. Primary Education
3. Nursery
4. Midwifery

Final Report

June 20<sup>th</sup>, 2016

<b>1. Introduction</b> .....	<b>3</b>
1.1. Context .....	3
1.2. Experts .....	3
1.3. Abbreviations used .....	3
1.4. Procedure and evidence collection.....	3
1.4.1 Self-Evaluation Report (SER).....	3
1.4.2. On-site visit .....	4
<b>2. General Remarks</b> .....	<b>5</b>
<b>3. Study programs</b> .....	<b>6</b>
<b>3.1 Preschool Education</b> .....	<b>6</b>
3.1.1 Curriculum and Teaching .....	6
3.1.2 Research and Internationalization.....	8
3.1.3 Staff .....	9
3.1.4 Recommendations.....	9
<b>3.2 Primary Education</b> .....	<b>12</b>
2.1.1 Curriculum and Teaching .....	12
2.1.2 Research and Internationalization.....	14
2.1.3 Staff .....	14
2.1.4 Recommendations.....	15
<b>3.3 Nursery</b> .....	<b>17</b>
2.1.1 Curriculum and Teaching .....	<b>Error! Bookmark not defined.</b>
2.1.2 Research and Internationalization.....	<b>Error! Bookmark not defined.</b>
2.1.3 Staff .....	<b>Error! Bookmark not defined.</b>
2.1.4 Recommendations.....	<b>Error! Bookmark not defined.</b>
<b>3.4 Midwifery</b> .....	<b>Error! Bookmark not defined.</b>
2.1.1 Curriculum and Teaching .....	<b>Error! Bookmark not defined.</b>
2.1.2 Research and Internationalization.....	<b>Error! Bookmark not defined.</b>
2.1.3 Staff .....	<b>Error! Bookmark not defined.</b>
2.1.4 Recommendations.....	<b>Error! Bookmark not defined.</b>

# 1. Introduction

## 1.1. Context

The present document contains the evaluation report 2016 about four study programs of the University of Gjakova “Fehmi Agani” (UoGjFA), Kosovo.

The report is the result of the collegial work of an international team of experts appointed by the Kosovo Accreditation Agency (KAA) to evaluate these study programs of the UoGjFA. The report is based on the self evaluation report of the University of Gjakova, the visit of the expert group in Gjakova on 26<sup>th</sup> of May 2016 and further information of the UoGjFA, asked by the expert group.

## 1.2. Experts

The team consisted of following experts:

- Prof. Dr. Danica Zeleznik/ University College of Health Sciences Slovenj Gradecis (SI)
- Dr. Eve Eisenschmidt/ Tallinn University (EE)
- Prof. Dr. Volker Frederking/ University of Erlangen-Nürnberg (DE)

## 1.3. Abbreviations used

The following abbreviations are used in the present document:

ET	Experts team
KAA	Kosovo Accreditation Agency
OSV	On-site visit
QA	Quality Assurance
SER	Self-evaluation report
UoGjFA	University of Gjakova
UoP	University of Pristina

## 1.4. Procedure and evidence collection

### 1.4.1 Self-Evaluation Report (SER)

The UoGjFA submitted a detailed Self-evaluation Report (SER) as the central document for the accreditation of the study programs. The report describes on 402 pages especially the already named study programs:

1. Preschool education
2. Primary Education

3. Nursery

4. Midwifery

The SER enabled the ET to get a clear picture of the current situation of the Study programs at UoGjFA and were a good information base to prepare the OSV.

### **1.4.2. On-site visit**

On May 25<sup>th</sup>, the three experts gathered in the evening for a preliminary working dinner together with two members of the KAA:

- Mr Shkelzen Gerxhaliu, Officer for Evaluation and Monitoring (KAA)
- Mr Fisnik Gashi, Officer for Evaluation and Monitoring (KAA)

They talked about their first impressions of the self-evaluation report (SER) of UoGjFA and the program for the OSV at the following day. Prof. Dr. Volker Frederking agreed to be the Chairperson of the committee, to write the general parts of the final report and to integrate all chapters of the colleagues into one document. Responsibilities for study programs were allocated in the following way:

**1. Preschool Education (*Eisenschmidt / Frederking*)**

**2. Primary Education (*Eisenschmidt / Frederking*)**

**3. Nursery (*Zelevnik*)**

**4. Midwifery (*Zelevnik*)**

On May 26<sup>th</sup> the ET spent one day at the UoGjFA.

The ET was accompanied by one member of KAA:

- Mr Fisnik Gashi, Officer for Evaluation and Monitoring (KAA)

The OSV took place as planned. The scheduled OSV started in the morning of 26<sup>h</sup> with a meeting with the management of the institution from 9.00-9.30. Then the ET separated in small groups for meetings with responsible persons of the study programs from 9.30 – 11.30. A visit to facilities followed (11.30-12.30). After a working lunch of ET and the representatives of KAA (12.30-14.00) meetings with academic staff (14.00-15.00) and students (15.00-16.00) took place. After a short time for internal consultation (16.00-16.15) the visit ended with a final meeting with the management of the institution (16.15-16.30).

The ET like to express its gratefulness to the management of the University of Gjakova “Fehmi Agani” and the representatives of the several study programs for the very good organization of the visit and for hosting their visit at the 26th of May 2016.

In addition, the experts warmly thank the KAA and especially Ms Furtuna Mehmeti and Mr Fisnik Gashi for their outstanding support and cooperation before, during and after the visit.

## 2. General Remarks

The government of Kosovo established the University of Gjakova “Fehmi Agani” with the decree number 02/118 in March 2013 and the Kosovo Parliament ratified the decree in May 2013. The University of Gjakova started operating on the 1st of October 2013 with a Department of Education with programs in Preschool Education, and Primary Education, a Department of Medicine with Nursery and Midwifery programs, and a Department of Philology with programs in Albanian Language and Literature Studies, and English Language. These programs were accredited by the KAA in April 2013. In April 2014 the University of Gjakova “Fehmi Agani” had underwent the accreditation process. A full institutional review was undertaken, and a number of study programs were evaluated by an international expert team, too.

On the background of the SER and after the meeting with the members of the management of UoGjFA the ET has the impression that the Mission Statement of UoGjFA is satisfactory and offers a clear vision for the desired standards of the institution.

The creation of the University of Gjakova is to be regarded as a significant attempt for the development of education and science in Kosovo. On the basis of SER and after the meeting with the representatives of the university the ET is very impressed by the professional organisation and management of the new rector and the new vice rector of UoGjFA.

### 3. Study programs

The following four main chapters deal with the named four study programs. The chapters have a common structure. At first the curriculum itself will be analysed and commented on, then questions of research, internationalization and staff followed.

Because the chapters have been written by different members of the ET, their forms may vary nevertheless.

#### 3.1 Preschool Education

**Dr. Eve Eisenschmidt / Prof. Dr. Volker Frederking**

##### 3.1.1 Curriculum and Teaching

The Bachelor of 'Preschool Education' is conceived as a four-year program. The allocation of ECTS is appropriate and comprehensible. The workload is manageable for the students.

Three aims are basic for both, *structure* and *content* of the study program 'Preschool Education': "Acquiring knowledge of subjects: Acquiring of didactic and methodological skills; and Professional practice in preschool institutions" (SER 2016, p. 15).

The *structure* of the modules allows students to choose between obligatory and elective courses. With this structure professional knowledge and individual interests in teaching and learning have been combined in a very convincing way.

The *contents* of many *obligatory courses*, which are offered from the first to the fourth year, are close to the specific profile of preschool education. In our opinion this aspect can be seen especially in the following courses: 'ICT in Preschool Education' (I/3), 'Literature for Children' (III/1), 'Pedagogy of Preschool Education' (III/2), 'Introduction to Psychology' (II/3), 'Methodology of Inclusive Education' (V/2), 'Methodology of Figurative Arts' (VI/1), 'Handcrafts with Modelling' (VI/2), 'Plays and Shows with Puppets' (VII/1), 'Math Games' (VII/2) or 'Strategies of Preschool Education' (VII/4) Obligatory courses like these are the base for a very good theoretical and practical preparation of the students for their future profession.

The courses for Albanian language, Mathematics and English language and for the other subjects are to be mentioned in this context, too. With regard to the specific future working field of the students as a teacher in preschool education, however, we suggest additions in the titles of the following courses:

- To replace 'Albanian Language III' by 'Albanian Language in Preschool Education III'
- To replace 'Mathematics II' by 'Mathematics in Preschool Education II'

- To replace 'English Language II' by 'English Language in Preschool Education II'

The *selectable courses* offer a wide spectrum of further themes and allow students to choose according to their own interests. To point it out in detail – in our opinion the following courses are very important for the development of a professional self concept as a preschool teacher: 'Scenario games in the learning of Albanian Language' (II/10), 'Language games in the learning of Albanian Language' (II/11), 'Communication skills with a child' (III/5), 'Traditional Music Games' (IV/6), 'Psychology of Playing' (IV/8), 'Family and Preschool Education' (V/5), 'Games and Toys' (V/6), 'Psychology of Education' (V/7), 'Work with Talented Children' (VI/6), 'Aesthetics Education' (VI/7), 'Education and Media' (VI/8), 'Difficulties in Learning' (VII/9), 'Assessments in Early Childhood' (VII/9) or 'Children and Learning in Nature' (VII/10).

A useful complement of the study program would be to add one electable course for auditory and audiovisual media in preschool education. An alternative could be to supplement explicitly the aspect of auditory and audiovisual respectively digital media in the description of some courses.

Generally convincing is the integration of practical aspects in the study program. On the one hand the descriptions of courses show a good balance between theory and practice. On the other hand four special courses for practical experiences are part of the curriculum: 'Pedagogical Practice I' (II/5) (3 weeks), 'Pedagogical Practice II' (IV/3) (5 weeks), 'Pedagogical Practices (6 weeks)' (V/3) and 'Pedagogical Practices IV (8 weeks)' (VIII/2). With regard to systematic plausibility, however, in our opinion the titles of the last two courses have to be corrected. Our Suggestion: 'Pedagogical Practice III (6 weeks)' (V/3) and 'Pedagogical Practice IV (8 weeks)' (VIII/2).

A very positive further aspect is the combination of subject and didactic or methodology in case of 'Basics in Music Education with Methodology' (II/4), 'Scenario Games in the Learning of Albanian Language' (II/10), 'Language Games in the Learning of Albanian Language' (II/11), 'Basics for Social Sciences with Methodology' (IV/1), 'Basics for Natural Sciences with Methodology' I (IV/2), 'Methodology of the Recognition of Mathematical Concepts' (IV/3), 'Basics for Natural Sciences with Methodology' I (V/1), 'Methodology of Albanian Language' (V/4), 'Methodology of Figurative Arts' (VI/1), 'Methodology of Physical Education' (VII/3), 'Strategies and Methods of Writing and Reading' (VII/10).

The integration of research (VIII/I and VIII/3) and the application of different methods and interactive forms of learning and teaching are other aspects, which have to be emphasized.

One point, however, should be changed in the study program in our opinion: There are no elective courses in the first semester, but six in the second semester. In our opinion it is more useful, if three of these elective courses are offered in the first semester.

### **3.1.2 Research and Internationalization**

During the last evaluation recommendations were made to improve research aspect of the work of all academic staff and develop institutional guidelines of quality standards in research. Although the research on the field of education is still not very noticeable, several steps have taken to improve the research capacity of the institution.

Some staff members participate in international conferences like ATEE, TEPE (SER p. 18). Some of them did (or still do) their doctoral degree abroad and having good contact with these institutions. Unfortunately some staff members mentioned that they have to pay for conferences themselves. We recommend foresee annually budget for international conferences and other type of cooperation.

Academic staff is motivated to publish in international journal and together with academic staff from University of Pristina they publish the journal "Edukologjia". At the moment there are few publications published in the high-ranking international journals. During the site visit the rector of the university also expressed the need to hire more full time staff members and to enable staff members to dedicate more time for research. At the moment there is heavy workload of teaching and it is really problematic for academics to do also research. There is on-going process to map the research interest of the staff members and compile the research strategy of the university. The rector mentioned that students should be involved into research groups and the themes of the research should meet regional needs. We support the idea to form research groups, to have strong practical orientation of the research and organise regular seminars where these groups can introduce their work.

In 2014 the evaluation team recommended that the university should activate more international exchange programs as soon as possible. During the site visit the rector emphasized the importance of the mobility and also staff mentioned that they would like to have more possibilities for mobility.

There are several steps taken to improve mobility and international cooperation. UoGjFA is member of the Central European Exchange Programme for University Studies and 30 students and staff members can use mobility possibilities. One Erasmus+ project is approved and six applied projects are under the evaluation. UoGjFA is active applying for international cooperation projects and having number of cooperation agreements with international universities.

In order to promote institutional internationalisation, it is possible develop top-down activities as a result of international agreements at institutional level, or bottom-up activities as a result of academic staff international relations. Either way is appropriate for increasing institutional internationalisation, and the UoGjFA has the chance to develop both.



### **3.1.3 Staff**

UoGjFA is new university and it is still transition period of the institution. Academic staff policies have improved at the UoGjFA since last year as a result of the changes at the rectorate of the university. New academic staff members have been recruited to permanent positions. There are seven full time academics with doctoral degree for both programmes under the evaluation and five staff full time members with master degree. Several teachers work part time based on agreement between UoGjFA and University of Pristina. Although the staff members meet legal regulations only one full time associate professor's academic background and research area is on the field of education. One staff member who is doing research on pedagogy is finishing her doctoral studies. There is utmost need to hire more full time staff members on the field of pedagogy, didactics and psychology (i.e developmental psychology, special needs, cognitive psychology). The student ratio per academic person is quite high (1/67) in faculty of education (SER p. 206). Staff members' workload is demanding, additionally for regular courses they supervise students' practice and for individual work with students more time should be determined. One option is to involve more systematically in-service teachers into teacher training and to treat them as teacher educators. Additionally the training offered already we recommend organise regular seminars, workshops for these teacher-tutors to create community of teacher educators, which share common aims and understanding of the study programme.

There is quality assurance system and feedback is collected regularly from students. Staff members mentioned that they get written feedback. We recommend implement feedback conversations where dean (or another direct leader) has the discussion with the employee and together they plan activities for professional development. As academic staff members are specialists in their subject fields there is a need to promote didactical or pedagogical competences in those fields. One possibility would be to organise an internal seminars aimed at facilitating and sharing knowledge among staff members, as well as sharing and disseminating best teaching practices. During the site visit students expressed that staff members are very supportive and available. Students also appreciated the study methods used by academic staff.

### **3.1.4 Recommendations**

As the previous explanations should have shown: In the whole it can be assessed, that the Bachelor of Preschool Education of the UoGjFA is well structured and convincing. Only a few problems and questions had to be pointed out. With respect to these issues we formulate the following recommendations:

### *Expert's Recommendations:*

1. *With regard to the specific focus of the study program we suggest additions in the titles of the following courses:*

- *To replace 'Albanian Language III' by 'Albanian Language in Preschool Education III'*
- *To replace 'Mathematics II' by 'Mathematics in Preschool Education II'*
- *To replace 'English Language II' by 'English Language in Preschool Education II'*

*Add one electable course for auditory and audiovisual media in preschool education in the study program. An alternative could be to supplement explicitly the aspect of auditory and audiovisual respectively digital media in the description of some courses.*

2. *With regard to systematic plausibility the titles of the last two courses have to be corrected. Our Suggestion: 'Pedagogical Practice III (6 weeks)' (V/3) and 'Pedagogical Practice IV (8 weeks)' (VIII/2).*
3. *Offer three of the six elective courses of the second semester during the first semester.*
4. *Foresee annually budget for international conferences and other type of cooperation.*
5. *Form research groups, to have strong practical orientation of the research and organise regular seminars where these groups can introduce their work.*
6. *Hire more full time academic staff on the field of pedagogy, didactics and psychology and enable staff members to dedicate more time for research*
7. *Develop top-down activities as a result of international agreements at institutional level, and bottom-up activities as a result of academic staff international relations.*
8. *Organise regular seminars, workshops for teacher-tutors to create community of teacher educators*
9. *Implement feedback conversations where dean has the discussion with the employee and together they plan activities for professional development*
10. *Organise an internal seminars aimed at facilitating and sharing knowledge among staff members, as well as sharing and disseminating best teaching practices*
11. *The lack of school textbooks should be solved.*
12. *Practice should start from the very beginning of the studies, at least second term, some practical tasks at real work context can be integrated into theoretical courses (this was also students' comment during the site visit).*
13. *A lot of time is dedicated for exams and many students fail first time, new formats of the evaluations could be used beside multiple tests.*
14. *The amount of pedagogical and psychological topics should be raised (special needs, multicultural classroom etc*
15. *It is better to plan the reflection instantly after classroom observation.*

### **Conclusion:**

**With these recommendations we propose the Re-Accreditation of the Bachelor of  
Preschool Education at the University of Gjakova for five years.**

*Tallinn / Nuernberg, 20<sup>th</sup> of June 2016*

*Dr. Eve Eisenschmidt (Tallinn University EE) / Prof. Dr. Volker Frederking (University  
of Erlangen-Nuernberg DE)*

## 3.2 Primary Education

**Dr. Eve Eisenschmidt / Prof. Dr. Volker Frederking**

### 2.1.1 Curriculum and Teaching

The Bachelor of 'Primary Education' is conceived as a four –year program. The allocation of ECTS is appropriate and comprehensible. The workload is manageable for the students.

Three aims are basic for both, *structure* and *content* of the study program 'Primary Education': "To train the students to realize the subjects of Primary schools (native language, mathematics, nature, society, culture, music, art and health, as well as the implementation of educational technology)" (SER 2016, p. 70).

The *structure* of the modules allows students to choose between obligatory and elective courses. With this structure professional knowledge and individual interests in teaching and learning have been combined in a very convincing way.

The *contents* of many *obligatory courses*, which are offered from the first to the fourth year, are close to the specific profile of Primary Education. In our opinion this aspect can be seen especially in the following courses: 'ICT in Primary School' (Ii/3), 'Literature for Children' (IV/1), 'Introduction to Psychology' (III/2), 'Learning Theory (III/3), 'Methodology of Inclusive Education' (VI/2), 'Educational Psychology' (VI/3) or 'Environmental Education' (VI/4). Obligatory courses like these are the base for a very good theoretical and practical preparation of students for their future profession.

The courses for Albanian language, Mathematics and English language and for the other subjects are to be mentioned in this context, too. With regard to the specific focus of the study program and the specific future working field as a teacher at Primary School, however, we suggest additions in the titles of the following courses:

- To replace 'Albanian Language III' by 'Albanian Language in Primary School III'
- To replace 'Mathematics II' by 'Mathematics in Primary School II'
- To replace 'English Language II' by 'English Language in Primary School II'.

The *selectable courses* offer a wide spectrum of further themes and allow students to choose according to their own interests. To point it out in detail – in our opinion the following courses are very important for the development of a professional self concept as a teacher at Primary School: 'Health education' (III/7), " (II/11), 'Communication skills with children' (III/8), 'Play Right and Puppet Show' (IV/5), 'Contemporary Trends in Education' V/6), 'Methodology of literary reading' (V/5), 'Difficulties in Learning' (V/6), 'Children Rights an the Ethics of Teacher' (V/7), 'Education and Media' (V/8), 'Ethnology and Popular Literature' (VII/5), 'Assessment in Education' (VII/6),

'Psychology of Personality' (VII/7), 'Class Management and Discipline' (VII/8), 'Children and Outdoor Learning' (VII/9).

A useful complement of the offered courses would be to add one electable course for auditory and audiovisual media in Primary Education. An alternative could be to supplement explicitly the aspect of auditory and audiovisual respectively digital media in the description of some courses.

Generally convincing is the integration of practical aspects in the study program. On the one hand the descriptions of courses show a good balance between theory and practice. On the other hand four special courses for practical experiences are part of the curriculum: 'Pedagogical Practice I' (II/5) (3 weeks), 'Pedagogical Internship' (5 weeks) (IV/3), 'Pedagogical Internship III (6 weeks)' (V/3), 'Pedagogical Internship IV (6 weeks)' (VIII/2), With regard to systematic plausibility, however, in our opinion the titles of the courses have to be adjusted. Our Suggestion: 'Pedagogical Practice I' (II/5) (3 weeks), 'Pedagogical Practice II' (5 weeks) (IV/3), 'Pedagogical Practice III (6 weeks)' (V/3), 'Pedagogical Practice IV (6 weeks)' (VIII/2),

A very positive aspect is the combination of subject and didactic or methodology in case of 'Basics in Music Education with Methodology' (II/4), 'The Mathematics Teaching Methodology' (IV/2), Methodology of teaching Mathematics (VII/1), 'Strategies and Methods in Literacy (V/2), 'Albanian Language Methodology' (VII/4), 'Basics for Natural Sciences with Methodology' I (IV/4), 'Basics for Natural Sciences with Methodology' I (V/1), 'Methodology of Physical Education' (VII/3), 'Strategies and Methods of Writing and Reading' (VII/10).

The integration of research (VIII/I and VIII/3) and the application of different methods and interactive forms of learning and teaching are other aspects, which have to be emphasized.

One point, however, should be changed [of the study program](#) in our opinion: There are no elective courses in the first semester, but, for example, five in semester VI and VII. In our opinion it is more useful, if three or four of these elective courses of semester VI and VII are offered in the first semester.

### **2.1.2 Research and Internationalization**

During the last evaluation recommendations were made to improve research aspect of the work of all academic staff and develop institutional guidelines of quality standards in research. Although the research on the field of education is still not very noticeable, several steps have taken to improve the research capacity of the institution.

Some staff members participate in international conferences like ATEE, TEPE (SER p. 18). Some of them did (or still do) their doctoral degree abroad and having good contact with these institutions. Unfortunately some staff members mentioned that they have to pay for conferences themselves. We recommend foresee annually budget for international conferences and other type of cooperation.

Academic staff is motivated to publish in international journal and together with academic staff from University of Pristina they publish the journal "Edukologjia". At the moment there are few publications published in the high-ranking international journals.

During the site visit the rector of the university also expressed the need to hire more full time staff members and to enable staff members to dedicate more time for research. At the moment there is heavy workload of teaching and it is really problematic for academics to do also research. There is on-going process to map the research interest of the staff members and compile the research strategy of the university. The rector mentioned that students should be involved into research groups and the themes of the research should meet regional needs. We support the idea to form research groups, to have strong practical orientation of the research and organise regular seminars where these groups can introduce their work.

In 2014 the evaluation team recommended that the university should activate more international exchange programs as soon as possible. During the site visit the rector emphasized the importance of the mobility and also staff mentioned that they would like to have more possibilities for mobility.

There are several steps taken to improve mobility and international cooperation. UoGjFA is member of the Central European Exchange Programme for University Studies and 30 students and staff members can use mobility possibilities. One Erasmus+ project is approved and six applied projects are under the evaluation. UoGjFA is active applying for international cooperation projects and having number of cooperation agreements with international universities.

In order to promote institutional internationalisation, it is possible develop top-down activities as a result of international agreements at institutional level, or bottom-up activities as a result of academic staff international relations. Either way is appropriate for increasing institutional internationalisation, and the UoGjFA has the chance to develop both.

### **2.1.3 Staff**

UoGjFA is new university and it is still transition period of the institution. Academic staff policies have improved at the UoGjFA since last year as a result of the changes at the rectorate of the university. New academic staff members have been recruited to permanent positions. There are seven full time academics with doctoral degree for both programmes under the evaluation and five staff full time members with master degree. Several teachers work part time based on agreement between UoGjFA and University of Pristina. Although the staff members meet legal regulations only one full time associate professor's academic background and research area is on the field of education. One staff member who is doing research on pedagogy is finishing her doctoral studies. There is utmost need to hire more full time staff members on the field of pedagogy, didactics and psychology (i.e developmental psychology, special needs, cognitive psychology). The student ratio per academic person is quite high (1/67) in faculty of education (SER p. 206). Staff members' workload is demanding, additionally for regular courses they supervise students' practice and for individual work with students more time should be determined. One option is to involve more systematically in-service teachers into teacher training and to treat them as teacher educators. Additionally the training offered already we recommend organise regular seminars, workshops for these teacher-tutors to create community of teacher educators, which share common aims and understanding of the study programme.

There is quality assurance system and feedback is collected regularly from students. Staff members mentioned that they get written feedback. We recommend implement feedback conversations where dean (or another direct leader) has the discussion with the employee and together they plan activities for professional development. As academic staff members are specialists in their subject fields there is a need to promote didactical or pedagogical competences in those fields. One possibility would be to organise an internal seminars aimed at facilitating and sharing knowledge among staff members, as well as sharing and disseminating best teaching practices. During the site visit students expressed that staff members are very supportive and available. Students also appreciated the study methods used by academic staff.

### **2.1.4 Recommendations**

As the previous explanations should have shown: In the whole it can be assessed, that the Bachelor of Primary Education of the UoGjFA is well structured and convincing. Only a few problems and questions had to be pointed out. With respect to these issues we formulate the following recommendations:

*Expert's Recommendations:*

1. *With regard to the specific focus of the study program and the specific future working field as teacher at Primary School we suggest additions in the titles of the following courses:*
  - *To replace 'Albanian Language III' by 'Albanian Language in Primary School III'*
  - *To replace 'Mathematics II' by 'Mathematics in Primary School II'*
  - *To replace 'English Language II' by 'English Language in Primary School II'*
2. *We recommend to add one electable course for auditory and audiovisual media in Primary School. An alternative could be to supplement explicitly the aspect of auditory and audiovisual respectively digital media in the description of some courses..*
3. *With regard to systematic plausibility the titles of the practical courses have to be adjusted in our opinion. Our Suggestion: 'Pedagogical Practice I' (II/5) (3 weeks), 'Pedagogical Practice II' (5 weeks) (IV/3), 'Pedagogical Practice III (6 weeks)' (V/3), 'Pedagogical Practice IV (6 weeks)' (VIII/2),*
4. *We suggest offer three or four of the elective courses of later semesters (especially VI and VII) during the first semester.*
5. *Foresee annually budget for international conferences and other type of cooperation.*
6. *Form research groups, to have strong practical orientation of the research and organise regular seminars where these groups can introduce their work.*
7. *Hire more full time academic staff on the field of pedagogy, didactics and psychology and enable staff members to dedicate more time for research.*
8. *Develop top-down activities as a result of international agreements at institutional level, and bottom-up activities as a result of academic staff international relations.*
9. *Organise regular seminars, workshops for teacher-tutors to create community of teacher educators.*
10. *Implement feedback conversations where dean has the discussion with the employee and together they plan activities for professional development.*
11. *Organise an internal seminars aimed at facilitating and sharing knowledge among staff members, as well as sharing and disseminating best teaching practices.*

### **Conclusion:**

**With these recommendations we propose the Re-Accreditation of the study program for Primary Education at the University of Gjakova for five years.**

*Tallin / Nuernberg, 20<sup>th</sup> of June 2016*

*Prof. Dr. Eve Eisenschmidt (Tallin University EE) / Prof. Dr. Volker Frederking (University of Erlangen-Nuernberg DE)*



## **3.3 Nursery**

### **Prof. Dr. Danica Zeleznik**

The Munich Declaration urged all relevant authorities “to strengthen nursing by improving initial education and access to higher education” and called for “the establishment of the necessary legislative and regulatory framework”. One way of getting there is achieving compliance with European Union (EU) requirements for nursing education. The focus in this document is on Directive 2005/36/EC and the key elements of the negotiation and development processes that were involved in implementing the Directive.

Compliance with Directive 2005/36/EC is for the most part achieved as part of a nursing development package which incorporates a number of WHO Regional Office for Europe strategies, including those for nursing and midwifery education guidance on the utilization of human resources, recommendations for strengthening nursing practice, and use of WHO global standards for professional nursing education.

Further information on the WHO Regional Office for Europe and the EU is available on their web sites (<http://www.who.int/about/regions/euro/en/index.html> and <http://europa.eu>, respectively).

Administration described the need for the nursing program in a clear way, and how this program could contribute to the provision of higher education in Kosovo.

### **2.1.1 Curriculum and Teaching**

Nursing program is divided into 6 semesters and duration of studies is three academic years, equivalent to 180 ECTS. Each semester is 30 credits. The allocation of ECTS is appropriate and comprehensible. The workload is manageable for the students. Level of qualification according to NQF is BA. Studies include the basis of: basic biomedical sciences, humanities and social sciences and professional clinical nursing science. The complete curriculum contains 5.400 hours of lessons in total, from which 975 hours in the auditorium (lectures) by 45 minutes. The Curriculum contains 10 % of elective courses and is in accordance with EU Directive. The structure of the curriculum allows

students to choose between obligatory and elective courses. With this structure professional nursing knowledge and individual interests in teaching and learning have been combined in a very convincing way.

During the site-visit the ET requested to see the laboratory facilities for students. The teaching room for nursing skills is fully equipped and has models, but only two mannequins, which is not enough for such a number of students! Nursing is a practical discipline and attention needs to be paid to developing clinical skills through simulations i.e. mannequins, before working with patients. It appears that the student numbers are too large for quality learning experiences. and the students are often 8 to each patient.

### **2.1.2 Research and Internationalization**

University of Gjakova “Fehmi Agani” has no international cooperation in the field of nursing at this point of time, but they plan to sign a cooperation with other institutions.

Members of the university are working at various publications and conducting its own research; however, this information is not collected in a systematic way, but only through biographies (CVs). Obviously, with regard to the institution’s plans more systematic approach to research development will be required in the future.

### **2.1.3 Staff**

The program in nursing should be taught by nurses with respective professional knowledge, education and pedagogical skills. Furthermore, the teaching staff for the nursing subjects, as well as the director of the program, must be nurses (master’s degree in nursing or health sciences for the teaching staff, and a PhD in nursing or health sciences for the director). At the moment this requirement is not fulfilled. They have full time academic staff. Faculty of Medicine in the academic year 2015/2016 have a total of 12 Full Time academic staff (professors, lecturers and assistants).

All other nursing academic staff are nurses with a bachelor degree. To strengthen qualification of academic staff in terms of expertise in nursing it has been made contracts with international nursing teachers who are part-time. The qualifications of

the academic staff are according to the European Directive which defines that education of nurses should take place chiefly under supervision of nurses. Management explained during the visit how it is and how it will be support teachers who are nurses to do their Master and PhD degree in nursing. As well teachers pointed out being satisfied with that situation. It is absolutely necessary to assure the academic staff qualifications (who have a nursing background) for long term.

The number of students who have registered their studies in this academic year is 227 students, which is many. Ratio of academic staff (FT) / Faculty of Medicine is 1/44. However, the management presented a “development program” indicating the improvement of this issue in the next three years. Main body of the staff seems to be professionally strong enough to provide the program offered and to develop the institution towards a desired end. At the re-accreditation in three years this issues need to be checked!

#### **2.1.4 Recommendations**

1. Award a teaching room for nursing skills and purchase two mannequins
2. To activate more international exchange programs for staff and students as soon as possible. This is also an expressed wish from the students.
3. Reduce the number of new students, not more than 6
4. Students should be introduced to concepts of evidence based practice and clinical audit as practice improvement and learning methodologies.
5. Smaller cohorts, one to one tutorials and small group sessions with patients to improve the quality of learning.

#### **Conclusion:**

**With these recommendations I propose the Re-Accreditation of the General Nursing program at the University of Gjakova for three years, but only 60 students per year.**

*Slovenj Gradec, 10<sup>th</sup> of June 2016*

*Prof. Dr. Danica Zeleznik/ University College of Health Sciences Slovenj Gradec (SI)*

## **3.4 Midwifery**

**Prof. Dr. Danica Zeleznik**

Administration described the need for the Midwifery program in a clear way, and how this program could contribute to the provision of higher education in Kosovo.

### **2.1.1 Curriculum and Teaching**

Studies in midwifery program is full time. The program of study is 3 years (180 ECTS) divided into 6 semesters (1 semester has 30 ECTS). All subjects are charged with ECTS value, and that one (1) ECTS is equivalent to thirty (30) hours. In each academic year the students perform 15 weeks of lessons in the first and 15 weeks in the second semester. Full curricula contain 5.400 teaching hours in total, from which 1.950 hours are in an auditorium (lectures, seminars, laboratory exercises), 45 minutes long, 2.600 hours of practices in healthcare institutions (MFMC, hospitals, clinics), and 850 hours for self-teaching.

This program takes part in the first cycle of the study. Students at the end of a 3-year academic cycle, protect Diploma Work.

Normally pregnancy does not require medical intervention and should be managed by midwives. To achieve competence, they need to deliver 40 babies, recognize signs of abnormality and make appropriate referrals to obstetrics.

The academic program offered is comprehensive and the students have a good understanding of midwifery but a more robust approach to practical and clinical training needs to be developed.

### **2.1.2 Research and Internationalization**

University of Gjakova “Fehmi Agani” at this time has no international cooperation in the field of nursing, but they plan to sign a cooperation with other institutions.

Members of the university are working for various publications and conducting their own research; however, this information is not collected in a systematic way, but only through biographies (CVs). Obviously, with regards to the institution's plans more systematic approach to research development will be required in the future.

There is little evidence that students are involved in research or clinical audit as learning tools. It appears that students do not use evidence based practice and this a tool which should be developed to reflect the international standards. Building international associations for the students to develop their skills would be really beneficial but does not seem to be happening at the moment. The university would really benefit from focusing on this area.

### **2.1.3 Staff**

There is still a medical dominance but the panel approved the inclusion of two midwives in to the teaching staff. The program is mostly taught by medical staff who have high levels of academic skill. The ratio between the number of students and number of teachers is very poor, lack of academic education of midwives. Unfortunately, there isn't a single academically educated midwife employed in Gjakova also, although there are enough academically educated people in the environment. The university should endeavor to employ a wider range of professionals from the fields of midwifery. Leadership should come from the appropriate professionals.

The practical application suffers similar problems to nursing and midwifery in that there are weak links with the clinical placement, lack of learning outcomes. This requires development and management.

### **2.1.4 Recommendations**

1. Included in the program increased academically educated midwives
2. Students should be introduced to concepts of evidence based practice and clinical audit as practice improvement and learning methodologies.

### **Conclusion:**

**With these recommendations we propose the Re-Accreditation of the Midwifery study program of the University of Gjakova for three years, not more than 40 students.**

*Slovenj Gradec, 10<sup>th</sup> of June 2016*

*Prof. Dr. Danica Zeleznik/ University College of Health Sciences Slovenj Gradec (SI)*