

# External Evaluation Report

## University of Prizren “Ukshin Hoti”

1. Preschool Education
2. Primary School Education
3. Cultural Heritage And Tourism Management
4. Forest and Environmental Sciences
5. Agribusiness

Final Report

June 28<sup>th</sup>, 2016

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# 1. Introduction

## 1.1. Context

The present document contains the evaluation report 2016 about four study programs of the University of Prizren “Ukshin Hoti” (UoPUH), 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 UoPUH. The report is based on the self evaluation report of the University of Prizren, the visit of the expert group in Prizren on 14<sup>th</sup> of June 2016 and further information of the UoGjFA, asked by the expert group.

## 1.2. Experts

The team consisted of following experts:

- Prof. Dr. Laura Bouriaud/ Universitatea Stefan cel Mare (RO)
- Prof. Dr. Volker Frederking/ University of Erlangen-Nürnberg (GE)
- Prof. Dr. Joachim Müller/ University of Hohenheim (GE)

## 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
UoPz	University of Prizren “Ukshin Hoti”
UoP	University of Pristina

## 1.4. Procedure and evidence collection

### 1.4.1 Self-Evaluation Report (SER)

The UoPz submitted a detailed Self-evaluation Report (SER) as the central document for the accreditation of the study programs. The report describes on 239 pages especially the already named study programs:

1. Primary Education
2. Cultural Heritage And Tourism Management

3. Forest and Environmental Sciences

4. Agrobusiness

In addition UoPz added two weeks before the SVP a second SER (120 p), which includes study Program of a fifth program, which should be accredited:

5. PreSchool Education

The SER 1 and 2 enabled the ET to get a clear picture of the current situation of the Study programs at UoPz and were a good information base to prepare the OSV.

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

On June 13<sup>th</sup>, one of the three experts, Prof. Dr. Volker Frederking/ University of Erlangen-Nürnberg (DE), gathered with two members of KAA, Ms. Furtuna Mehmeti, Acting Director, Expert for Evaluation and Accreditation and Mr Fisnik Gashi, Officer for Evaluation and Monitoring (KAA). They talked about their first impressions of the self-evaluation report (SER) of UoPz and the program for the OSV at the following day. Prof. Dr. Volker Frederking agreed to write the general parts of the Draft and the Final Report and to integrate all chapters of the colleagues into one document. Next day Prof. Müller was chosen to be the speaker of ET. Responsibilities for study programs were allocated in the following way:

**1. Preschool Education (Frederking)**

**2. Primary School Education (Frederking)**

**3. Cultural Heritage And Tourism Management (Bouriaud)**

**4. Forest and Environmental Sciences (Bouriaud)**

**5. Agrobusiness (Müller)**

On June 14<sup>th</sup> the ET spent one day at the UoPz, 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 14<sup>h</sup> with a meeting with the management of the institution from 9.00-9.30:

- Prof. Dr. Ramë Vataj – Rector
- Prof. Dr. Kadri Kryeziu – Vice-rector for finance
- Prof. Dr. Sadik Idrizi – Vice-rector for IR and QA
- Prof. Dr. Malush Mjaku, - Vice-rector for teaching and research
- Prof. Dr. Adem Sallauka – Secretary general
- Prof. Dr. Jasmin Jusufi – Quality Assurance Officer

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 representative of KAA (12.30-14.00) meetings with

academic staff (14.00-15.00) and students (15.00-16.00) of Cultural Heritage and Tourism Management and of Forest and Environmental Sciences took place.

#### Meeting with Professors

1. Prof. Asoc. Dr. Naser Pajaziti
2. Prof. Asoc. Dr. Naser Zabeli
3. Prof. Asoc. Dr. Bajram Cupi
4. Prof. Ass. Dr. Sermin Turtulla
5. Dr.sc. Soner Ylidirim
6. Ma.sc. Artan Reshani
7. Ma.sc Festim Tafolli
8. Prof.asc. Hysni Terziu

After a short time for internal consultation (16.00-16.15) the visit ended with a final meeting of ET with the management of the institution (16.15-16.30).

The ET like to express its gratefulness to the management of the University of Prizren “Ukshin Hoti” and the representatives of the several study programs for the very good organization of the visit and for hosting their visit at the 14th of June 2016.

In addition, the experts warmly thank 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 Public University of Prizren (UoPz) was founded in 2010 following a decision by the Government of the Republic of Kosovo. It was supposed that the UoPUH should be the southern counterpart of the older and larger Public University of Pristina. The foundation of the University of Prizren is to be regarded as a significant attempt for the development of education and science in Kosovo.

In comparison with the situation of the UoPz at 2011 and 2012 there are clear signals that the new management of the UoPz, which started 2013, had been successful in the attempt, to stabilize and improve the working conditions of the staff of UoPz in teaching and researching furthermore.

On the background of SER 1 and 2 and after the meeting with the members of the management of UoPz the ET has the impression that the Mission Statement of UoPz offers a clear vision for the desired standards of the institution. We want to emphasize the very good atmosphere at the university that we noticed between management, staff and students. In our impression it is the result of both a competent and friendly management of UoPz. On the basis of SER 1 and 2 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 whole management of UoPz.

## 3. Study programs

The following five main chapters deal with the named five 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

#### Prof. Dr. Volker Frederking

The followings comments are dealing with the study program for Preschool Education in Albanian language at UoPz. They are based on SER 2, added documents (contracts of staff) and the meeting with three colleagues who are responsible for the program:

- Prof. Dr. Vedat Bajrami
- Prof. Dr. Elsev Brina
- Prof. Dr. Samedin Krabaj

#### 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 2 2016, p. 22). By this the study program is the attempt to combine international and regional principles, that means "Openness towards European" and "to continue the tradition of education and preparation of educators of preschool institutions in Prizren" (SER 2 2016, p. 22).

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 connected 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 my 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' (III/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, I suggest additions in the titles of the following courses:

- To replace 'Albanian Language II' (Sem. II/O 1) by 'Albanian Language in Preschool Education II'
- To replace 'Mathematics II' (Sem. II/O 2) by 'Mathematics in Preschool Education II'
- To replace 'English Language II' (Sem. II/E 6) by 'English Language in Preschool Education II'

The *electable 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 my 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/ E 10), 'Language games in the learning of Albanian Language' (II/ E 11), 'Communication skills with a child' (III/ E 5), 'Rhythmic Games and Music' (IV/ E 6), 'Psychology of Playing' (IV/ E 8), 'Family and Preschool Education' (V/E 5), 'Games and Toys' (V/ E 6), 'Psychology of Education' (V/7), 'Work with Talented Children' (VI/6), 'Aesthetics Education' (VI/E 7), 'Education and Media' (VI/E 8), 'Difficulties in Learning' (VII/E 9), 'Assessments in Early Childhood' (VII/E 9) or 'Children and Learning in Nature' (VII/E 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/O 5) (3 weeks), 'Pedagogical Practice II' (IV/O 3) (5 weeks), 'Pedagogical Practices (6 weeks)' (V/O 3) and 'Pedagogical Practices IV (8 weeks)' (VIII/O 2). With regard to systematic plausibility, however, in my opinion the titles of the last two courses have to be corrected. Our Suggestion: 'Pedagogical Practice III (6 weeks)' (V/O 3) and 'Pedagogical Practice IV (8 weeks)' (VIII/O 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/O 4), 'Scenario Games in the Learning of Albanian Language' (II/E 10), 'Language Games in the Learning of Albanian



Language' (II/E 11), 'Basics for Social Sciences with Methodology' (IV/1), 'Basics for Natural Sciences with Methodology' I (IV/O 2), 'Methodology of the Recognition of Mathematical Concepts' (IV/O 4), 'Basics for Natural Sciences with Methodology' I (V/O 1), 'Methodology of Figurative Arts' (VI/O 1), 'Methodology of Literary Reading (VI/E 8), 'Methodology of Physical Education' (VII/O 3), 'Strategies and Methods of Writing and Reading' (VII/E 10).

The integration of research (VIII/O 1) 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 my opinion: There are no elective courses in the first semester, but six in the second semester. Therefore it seems to be more useful, if three of these elective courses are offered in the first semester.

### **3.1.2 Research and Internationalization**

Several staff members of the study program participated or will participate in international conferences (SER p. 25-26). Some of them did (or will do) their doctoral degree abroad and have good contacts with these institutions. On this base there are good conditions for establishing convincing and visible structures of internationalization in future.

The research conditions of staff should be improved, because many members of staff have a high workload of teaching. Therefore it will be necessary for UoPz to support and promote the research interests of the staff members and compile the research strategy of the university. I support the idea to form research groups, to have strong practical orientation of research and organise regular seminars where these groups can introduce their work..

### **3.1.3 Staff**

The table of SER at the pages 207-210 show, that there are actually 50 members of academic staff at the faculty of education. From these are 10 Assistant Professors and 5 Full Professors. On this basis it is to be stated, that there is enough staff for the study program of Primary School Education in Albanian language.

### **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 UoPz is well structured and convincing. Only a few problems and questions had to be pointed out. With respect to these issues I formulate the following recommendations:

*Expert's Recommendations:*

1. *With regard to the specific focus of the study program I suggest additions in the titles of the following courses:*
  - *To replace 'Albanian Language II' by 'Albanian Language in Preschool Education II'*
  - *To replace 'Mathematics II' by 'Mathematics in Preschool Education II'*
  - *To replace 'English Language II' by 'English Language in Preschool Education II'*
2. *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*
3. *With regard to systematic plausibility the titles of the last two courses have to be corrected. My Suggestion: 'Pedagogical Practice III (6 weeks)' (V/3) and 'Pedagogical Practice IV (8 weeks)' (VIII/2).*
4. *Offer three of the six elective courses of the second semester during the first semester.*
5. *Enable staff members to dedicate more time for research and to establish research groups.*
6. *Improve international exchange possibilities for the staff as well as for the students (within the limits of possible)*

**Conclusion:**

**With these recommendations I propose the Accreditation of the Bachelor of Preschool Education at the University of Prizren in Albanian language for three years.**

*Nuernberg, 28<sup>th</sup> of June 2016*

*Prof. Dr. Volker Frederking (University of Erlangen-Nuernberg, GE)*

*Addition: In the official comments of UoPz to the Draft Report from 27<sup>th</sup> of June representatives of the university wrote, that UoPz accepted all recommendations and had already started to realize them.*

## 3.2 Primary Education

### Prof. Dr. Volker Frederking

The followings comments are dealing with the study program for Primary School Education in Albanian language at UoPz. They are based on SER, added documents (contracts of staff) and the meeting with four colleagues:

- Prof. Dr. Ismet Temaj, (responsible for study program)
- Prof. Dr. Fahredin Shabani, (responsible for study program)
- Prof. Dr. Sebajdin Cena (responsible for study program)
- Prof. Dr. Sermin Turtulla (Translation)

#### 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 1 2016, p. 127). By this the study program aimed many important learning outcomes: "Creating an experience through practical training on teaching and learning; Successful management class; Taking an active role in raising the quality of learning among students in schools; Creating a positive classroom climate and learning organization through various forms; Establishing professional relationships with teachers, principals and parents; Relationship of theoretical information with practical work with students in schools with children; In applying the principles of inclusive educational process; Practice of teachers based on the principles of teaching etc." (SER 1 2016, p. 127)

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 my opinion this aspect can be seen especially in the following courses: 'ICT in Primary School' (Ii/C 3), 'Introduction to Psychology' (III/C 2), 'Learning Theory (III/ C 3), 'Literature for Children' (IV/C 1), 'Methodology of Inclusive Education' (VI/C 2), 'Educational Psychology' (VI/C 3) or 'Environmental Education' (VI/C 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, I suggest additions in the titles of the following courses:

- To replace 'Albanian Language III' (III/C 1) by 'Albanian Language in Primary School III'
- To replace 'Mathematics II' (II / C 2) by 'Mathematics in Primary School II'
- To replace 'English Language II' (II / C 4) by 'English Language in Primary School II'.

The *optional 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 my opinion the following courses are very important for the development of a professional self concept as a teacher at Primary School: 'Physical Health education' (III/O 7), 'Communication skills with children' (III/O 8), 'Play Right and Puppet Show' (IV/O 5), 'Children Rights and the Ethics of Teacher' (IV/O 8), 'Contemporary Trends in Education' (V/O 6), 'Methodology of literary reading' (V/ O 8), 'Learning' Difficulties' (V/O 6), 'Education and the Media' (VI/O 9), 'Ethnology and Popular Literature' (VII/O 5), 'Assessment in Education' (VII/O 6), 'Psychology of Personality' (VII/O 7), 'Class Management and Discipline' (VII/O 8), 'Children and Outdoor Learning' (VII/O 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 descriptions 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/C 5) (3 weeks), 'Pedagogical Internship' (5 weeks) (IV/C 3), 'Pedagogical Internship III (6 weeks)' (V/C 3), 'Pedagogical Internship IV (6 weeks)' (VIII/C 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/C 2), 'Mathematics teaching Methodology' I (IV/C 2), 'Social Science Methodology' I (V/C 1), 'Strategies and Methods in Literacy (V/C 2), 'Methodology of literary reading' (V/O 7), 'Basics for Natural Sciences with Methodology' I (V/O 4), 'Strategies and Methods of Writing and Reading' (VI/C 1) 'Basics for Natural Sciences with Methodology' II (VI/O 8), 'Methodology of teaching Mathematics' (VII/C 1), 'Methodology of physical Education' (VII/C 3, 'English Language Methodology' (VII/C 4),.. 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 my opinion: There are no elective courses in the first semester, but, for example, five in semester V, VI and VII. In my opinion it is more useful, if three or four of these elective courses of semester V, VI and VII are offered in the first semester.

### **2.1.2 Research and Internationalization**

Several staff members of the study program participated or will participate in international conferences (SER p. 25-26). Some of them did (or will do) their doctoral degree abroad and still have good contact with these institutions. On this base there are good conditions for establishing convincing and visible structures of internationalization in future.

The research conditions of staff should be improved, because many members of staff have a high workload of teaching. Therefore it will be necessary for UoPz to support and promote the research interests of the staff members and compile the research strategy of the university. I 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..

### **2.1.3 Staff**

The table of SER at pages 207-210 show, that there are actually 50 members of academic staff at the faculty of education. From these are 10 Assistant Professors and 5 Full Professors. On this basis is to be stated, that there is enough staff for the study program of Primary School Education in Albanian language.

### **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 UoPz is well structured and convincing. Only a few problems and questions had to be pointed out. With respect to these issues I 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 I 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. *I 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. I suggest to offer three or four of the elective courses of later semesters (especially V, VI and VII) during the first semester.*
- 4. UoPz should enable staff members to dedicate more time for research and to establish research groups.*
- 5. Improve international exchange possibilities for the staff as well as for the students (within the limits of possible)*

**Conclusion:**

**With these recommendations I propose the Accreditation of the study program for Primary Education at the University of Prizren in Albanian language for three years.**

*Nuernberg, 28<sup>th</sup> of June 2016*

*Prof. Dr. Volker Frederking (University of Erlangen-Nuernberg, GE)*

*Addition: In the official comments of UoPz to the Draft Report from 27<sup>th</sup> of June representatives of the university wrote, that UoPz accepted all recommendations and had already started to realize them.*

## **3.3 Cultural Heritage And Tourism Management**

### **Prof. Dr. Laura Bouriaud**

The study program 'Cultural Heritage and Tourism Management' has been introduced two years ago to take benefit from region potential on cultural tourism development. The first generation of students will defend their thesis in autumn 2017.

The study program is submitted to re-accreditation.

In this purposes:

- we have had a discussion with the University management staff (14.06.2016, 9.00-9.30);
- we have discussed with the staff representing the study programme, (14.06.2016, 11.00-11.30), participants: Mr. Behxhet Brajshori, Mr. Gani Gjini, Mr. Nerimani Bajraktari Glllogjani;
- we have discussed with the staff from the study programme, plus with additional members of the University (14.06.2016, 14.00-15.00), 9 participants in total;
- we have discussed with students (15.00-16.00), 8 students in total, from the first year of Master;
- we have analysed the following documents: curricula, staff CVs, list of the academic staff of UoPz, the 2013 report on program accreditation, the UoPz self evaluation report.
- The discussions and the document analysis were focused on KAA standards and accreditation criteria. Additionally, we have checked if the comments and remarks from the latest expert visit (for accreditation, in 2013) have been properly addressed.

### **2.1.1 Curriculum and Teaching**

The curricula is corresponding to the mission and the aim of the study programme, as stated out in the Self evaluation report. The expert agrees that the study programme is innovative, appropriate to the regional specificities and presenting a comparative advantage with similar educational offers in Kosovo by creating a niche for students interested in cultural tourism.

We have checked the syllabus put at the experts' disposal (11 syllabus out of the total 20 disciplines), from which only half were covered with English translated material). One may see that in this moment, the master programme is about to achieve a successful transition from an internationally sustained network (via Tempus) to an educational

offer sustained mainly by Kosovo staff. However, there are some few fields for improvement that have to be addressed in the next years.

1) In the curricula, several disciplines are based on foreign literature exclusively, which is not accessible to all the students. At the next re-accreditation process, at least 50% of the disciplines should be covered with a fully elaborated teaching material in Albanian language for the student's use. The material can be also in electronic form, but it has to be structured on lessons/courses/lectures as presented in the syllabus.

2) Content of the syllabus has to be accommodated with the specificities of the programme. For example, a remark from 2013 report is still not addressed (in the syllabus on tourism marketing airline tourism is not justified in the regional context). We did not have all the syllabus (11 out of 20), thus for some syllabus we could not verify if the observation from the 2013 visit were implemented.

3) The programme claims a correct share between the theoretical and practical activities. However, there are quite a large number of syllabus which do not detail the type of exercises or practical training associated to the lectures. We have reasons to doubt that, in reality, there are not enough practical trainings. This seems to be confirmed in discussion with the students, who claimed more financial means, needed, like, for example, to organise field trips.

We have appreciated the high motivation and interests of students participants to the discussion. For us, their commitment was an indicator that the Master Cultural Heritage and Tourism management is on the good paths of development, yet some improvements are necessary on the staff qualification and teaching material (see next chapter).

On the other hand, the applicant institution has at its disposal sufficient space and equipment (e.g. computers, library, etc.) for effective studies. Free online (Internet) access in the University (wireless) for all the students is a very critical point: while some books may be absent from the library, a lot of information exists on internet, but it has to be easily accessible by the students, including during some classrooms that my be organised in the computer room.

### **2.1.2 Research and Internationalization**

The study program has to overcome the end of Tempus program and continue the presence of UoPz in the international networking. Publishing academic papers in the journals in the region (Balkan area) will be the first step and the most cost-efficient solution to become internationally visible. The progress in research should be analysed at the next reaccreditation visit, that have to be informed also about the Master thesis defended by the students. Each Master thesis should have a short summary in English language.



### 2.1.3 Staff

The institution's procedure for selecting all its academic staff seems to be transparent. Only 3 local persons out of the 25 total academic staff might be a risky strategy in mid-term. We have found only 4 names (Elez Krasniqi, Behxhet Brajshori, Gani Gjini and Xhevahir Bajrami) on the University permanent staff list. The short term contract (3 months) can be a solution for staff coming from other Universities, but in the next years the number of local staff, hired on permanent basis, should increase. As suggested also in the previous report "it might be advisable to increase internal cooperation with the fields of philology present at the University and probably to build up some qualified staff at the Faculty of Education linked to the humanities to become more autonomous from other institutions in the country".

The staff qualification to teach a such innovative Master programme put few problems. For some professors, the CVs are outdated (e.g. May 2011, Shkurt, 2012), for some other Cv were only in Albanian language, and the latest publication mentioned or activity specified are dated end of 80'ies. In few cases, we have had information that the students are not satisfied with the professor qualification on the topic. We think however that the existing students evaluation system will provide the managerial team of the university with the instrumented needed to correct this situation that may come mostly for the fact that the topics and lectures represent a new and challenging field for the professors involved. Overall, the staff CVs show good experience in their field, and we appreciate the fact that almost half of the current staff have had a part of their curricula achieved abroad.

### 2.1.4 Recommendations

1. *Analyze at the next accreditation visit the progress made in improving the proportion of staff hired on permanent basis.*
2. *Analyze at the next accreditation that at least 50% of the lectures are covered by a teaching material elaborated according to the syllabus structure.*
3. *Show, at the next accreditation visit, that progresses were made in the list of publications for the staff involved in the study programme. A list of publication/ conferences/ studies published after this year (2016) should be put at the experts' disposal.*
4. *Improve the syllabus to include at least a general theme for the practical training/exercises/applications or field studies. Provide all the syllabus in English, with examples for practical training at the next accreditation visit.*
5. *Provide to the professors, on individual and confidential basis, a feedback from the student's evaluation. Very important is to see that there were progresses made from a year to other.*

### Conclusion:

**With these recommendations I propose the Re-Accreditation of the program of Cultural heritage and Tourism Management at the University of Prizren for three years. At the time of the next re-accreditation visit, progresses should be proven on teaching material elaborated specifically for the study programme, on research results and on the proportion of the permanent staff.**

*Suceava, 27<sup>th</sup> of June 2016*

*As. Prof. Dr. Habil. Laura Bouriaud (Universitatea Stefan cel Mare)*

## 3.4 Forest and Environmental Sciences

### Prof. Dr. Laura Bouriaud

The study program Forest and Environmental Sciences will be introduced to offer education in a field not yet covered in Kosovo. It corresponds perfectly to the demand from the work market that needs forest engineers and technicians for the management of the Kosovo forests.

The study program is submitted to accreditation.

In this purposes:

- we have had a discussion with the University management staff (14.06.2016, 9.00-9.30);
- we have discussed with the staff representing the study programme, (14.06.2016, 9.30-10.30), participants: Mr. Ramë Vataj, Mr. Shukri Maxhuni, and Mr. Muharrem Faiku);
- we have analysed the following documents: curricula, staff CVs, list of the academic staff of UoPz, the 2013 report on program accreditation, the UoPz self evaluation report.
- The discussions and the document analysis were focused on KAA standards and accreditation criteria. Additionally, we have checked if the correspondence between the curricula proposed, and the curricula from the two universities who served as a model (University Politecnica delle Marche and Università degli Studi di Palermo), and one other university delivering forestry engineers (University Ștefan cel Mare of Suceava, Romania, selected as an appropriate model for Eastern European countries context)..

### 2.1.1 Curriculum and Teaching

*Admission:* it should be based on exams (as proposed, knowledge test exam in natural sciences and knowledge of elementary mathematics).

For *internship:* contracts/agreements should be made after the accreditation with forest owners or managers (municipalities, Kosovo forest agency or private forest owners) in order to be able to go into the forests to complete the training as forest experts (e.g. from timber measurement, identification of forest soils and plants to timber selection and cutting in coppice and in high forest).

*Practical training:* Botany, soil science, dendrometry, silviculture and other disciplines absolutely needs practical training and visits in the field. Each syllabus, at the next re-accreditation visit, should contain detailed examples of exercises and practical trainings,

with at least one field-study per semester (in the forest) and per discipline (according to the specificities of the disciplines).

*Future development:* three years is not enough to justify a “forest engineer expertise” as it was acknowledged and respected by the forest staff in the past (forestry studies, before Bologna process, were four or five years studies). I strongly recommend that UoPZ plan already to develop a two years master degree in forestry to qualify the graduated students after 3 years Bachelor in Forestry and Environmental and 2 years Master in Forestry science as being qualified as “forest engineers”.

*Acquired competences:* “become acquainted with mechanical equipment, techniques and standard technologies applied in forestry - primarily in obtaining wood from natural forests, forest cultures and plantations”. While this was not fully supported by the disciplines presented in the curricula in the initial self-evaluation report, the modified curricula (Comments on DR University of Prizren 2016) have been significantly improved.

Thus, now the first year is dominated by general fundamental disciplines, the second year is dominated by specific forestry-related disciplines (like forest entomology, forest chemistry, forest genetics, and includes now two semesters of silviculture, as the main discipline of the study programme), and the third year is dominated by the technical disciplines that will link the knowledge on the forest ecosystem to the knowledge of the real economic and societal world (forest management planning, forest economics, forest law, environmental law, mechanics, ergonomics, protection against fire).

The main issues that had imperatively to be corrected before starting the study programme were solved, e.g.:

- silviculture now covers two semesters;
- forest management planning was introduced;
- environmental and forest law cover together one semester as compulsory courses, not selective, as in the initial version;
- forest protection from fire, as a quite important problem for Kosovo forests, is now a compulsory course;
- the management of the game has been introduced as a continuation of animal biology;
- forest harvesting (how to cut a tree or a forest) was introduced to justify both forest ergonomics and forest mechanisation disciplines;
- principle of forest management was removed as discipline.

## **2.1.2 Research and Internationalization**

The criteria can not be assessed yet..

## **2.1.3 Staff**

All the staff mentioned for the lectures (permanent or part time) has been found on the University lists. The compulsory standard of three professor is fulfilled.

Due to the lack of trained staff in forestry in Kosovo, we strongly recommend that staff with forestry science diploma and practical experience as forest engineer should be hired on part time basis for undertaking the practical trainings / seminar exercises for the forestry-related disciplines. This strategy will be a temporary solution before the formation of new, young staff needed for the study programme.

#### **2.1.4 Recommendations**

1. *After accreditation, enhance conditions for practical trainings in concluding contracts/agreements with forest owners or managers for practical trainings and in hiring part-time staff with forestry diploma and experience in the field..*
2. *At the next accreditation, teaching material (as elaborated text, collection of dried plants, tree small branches and fruits, etc.) should be presented.*
3. *At the next accreditation, half of the forestry-related disciplines are covered by an elaborated text structured according to the detailed syllabus.*

#### **Conclusion:**

**With these recommendations and based on the curricula modified after the Draft Report I propose the Accreditation of the program Forestry and Environmental Sciences at the University of Prizren for three years, on the basis of a modified curricula.**

*Suceava, 27<sup>th</sup> of June 2016*

*As. Prof. Dr. Habil. Laura Bouriaud (Universitatea Stefan cel Mare)*

## 3.5 Agribusiness

**Prof. Dr. Joachim Müller**

Since 2014 the University of Prizren, Faculty of Life and Environmental Sciences is developing a 3-years B.Sc. program “Agribusiness”, which is now presented for ex-ante evaluation. The program is based on positive experience the Faculty of Economics made with a 1-year study profile “Agribusiness” in the program “Business Administration”. As the University of Prizren is surrounded by an agricultural landscape with a couple of agribusiness companies the focus of the study programme is addressing the societal requirements in terms of training experts for a growing labour market which is needed to increase the food self-sufficiency of the country. In this context the study programme, corresponds well with the institution’s mission statement.

According to SER, the program is to 75% adapted to the study program “Agribusiness” of the Mendel University in Brno, Czech Republic. The following findings and recommendations are based on the information provided by the SER and by an on-site discussion with Dr. Iusuf Lushi, Dr. Drita Krasniqi, Dr. Malus Mjaku and Dr. Ilir Kapaj.

### 2.1.1 Curriculum and Teaching

The program’s quality regarding quantity and range of contents as well as learning environment is meeting the requirements of a B.Sc.-degree and corresponds to international standards. The allocation of ECTS is appropriate and the workload is manageable, Overall time of 152 hours per course is spent to about 30% on lectures, to 20% on practical work like seminars and lab exercises, to 40% on individual work and to 10% on exams. Hence, sufficient opportunity for independent study is provided.

As a M.Sc. programme in Agribusiness is envisaged but not yet implemented at the University of Prizren, the students will enter the labour market directly after graduating from the B.Sc.-program. Therefore, a practise oriented education is highly important, which can be achieved by integrating practical elements into the courses. According to the SER this seems to be guaranteed, as methodology of teaching is: “Lecture, discussions, laboratory activities, consultations, seminars, individual research and teaching, partial exam, final exam”. However, this portfolio of methods was copied identically to all of the courses as a kind of template. To this point the SER should be improved by listing only the methods that are actually used in the various courses. Whenever applicable, excursions to farms and companies should be integrated and representatives of companies should be invited as guest lecturers.

The sequence of courses appears logic with fundamental subjects at the beginning and more specialized subjects in higher semesters. Until now, three elective courses are foreseen in the programme and a catalogue of 11 courses is offered. With respect to the target size of the program with 50 students, the number of participants in the elective courses would be quite low. Therefore, it is recommended to increase the space for elective courses from 3 to at least 6. All 6 elective courses could be placed in the same semester (e.g. 5th semester) to allow students to study this semester at another university, without missing obligatory modules.

An internship is mentioned in the SER but it is not scheduled in the program. The idea of the program directors is to combine the internship with the B.Sc. thesis in the 6th semester. This plans are supported by the experts for sake of practice orientation of the education. However, the allocated time and ECTS (5) of is too low and should be increased to 12 ECTS. Topics for B.Sc. thesis should be offered in cooperation with the companies of agroindustry..

### **2.1.2 Research and Internationalization**

The docents of the study programme are presenting their research mainly on regional conferences and are publishing in regional languages. Publishing in international peer-reviewed journals should be stimulated. Research of the docents should be intensified. Efforts should be made to cooperate on international level by joint project applications. The docents should use exchange programmes to spend research sabbaticals at leading Universities. Furthermore, structural research involvement of students should be stimulated by performing closely supervised empirical B.Sc.-theses.

### **2.1.3 Staff**

In total 27 docents are mentioned in the syllabus of the study programme, 6 of them are holding fulltime positions, the others are pre-contracted. All of the docents are holding a doctorate and are considered to have appropriate qualifications. On mid-term, further qualification of the docents to Associate Professors and Full Professors, respectively, is to be envisaged.

### **2.1.4 Recommendations**

- 1. More space for elective courses (6 instead of 3) should be provided in the program.*
- 2. ECTS and corresponding time for B.Sc.-thesis should be increased from 5 to 12.*

3. *An advisory board of representatives from the labour market should be established to articulate the requirements of employers concerning knowledge and skills of the graduates.*

**Conclusion:**

**With these recommendations I propose the Accreditation of the program of Agribusiness at the University of Prizren for three years.**

*Stuttgart, 26<sup>th</sup> of June 2016*

*Prof. Dr. Joachim Müller (University of Hohenheim)*