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**UNIVERSITY OF PRISHTINA “HASAN PRISHTINA”
FACULTY OF ARTS**

**MASTER OF MUSIC IN MUSIC EDUCATION, MA
ACCREDITATION OF THE NEW STUDY PROGRAME**

REPORT OF THE EXPERT TEAM

Zagreb, 29th June 2021



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TABLE OF CONTENTS

TABLE OF CONTENTS.....	2
1. INTRODUCTION	3
1.1. Context.....	3
1.2. Site visit schedule	4
1.3. A brief overview of the institution and program under evaluation	5
2. PROGRAM EVALUATION.....	7
2.1. Mission, objectives and administration.....	7
2.2. Quality management	Error! Bookmark not defined.
2.3. Academic staff	13
2.4. Educational process content.....	16
2.5. Students.....	Error! Bookmark not defined.
2.6. Research.....	22
2.7. Infrastructure and resources	24
3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET	27
4. APPENDICES (<i>if available</i>).....	29



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

1. INTRODUCTION

1.1. Context

Date of site visit: 28th of May 2021

Expert Team (ET) members:

- A red.prof.art. Marina Novak, University of Zagreb Academy of Music
- B Ketj Tshotniashvili, Student Expert

Coordinators from Kosovo Accreditation Agency (KAA):

- A Naim Gashi, Executive Director of KAA
- B Shkelzen Gerxhaliu, Senior Officer for Evaluation and Monitoring
- C Arianit Krasniqi, Senior Officer for Evaluation and Accreditation
- D Leona Kovaci, Senior Officer for Evaluation and Monitoring
- E Ilirjane Ademaj, Senior Officer for Evaluation and Monitoring

Sources of information for the Report:

- A Self-evaluation Report (SER) University of Pristina, Faculty of Arts (2021)
- B supplemental documents requested by expert (2/6/2021)
- C Information obtained during the on-line meetings with management of the institution, teaching and administrative staff, external stakeholders and employers of graduates; visiting relevant websites

Criteria used for program evaluation:

- A KAA Accreditation Manual



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Republika Kosova - Republic of Kosovo

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Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency



1.2. Site visit schedule

28th of May 2021

09.00 – 09.40 ***Meeting with the management of the faculty where the programme is integrated:**

present: Hazir Haziri (Dean), Mehmet Behluli (vice Dean Visual Arts), Besar Zahiti (vice dean Dramatic Arts), Drinor Zymberi (vice Dean, Music Arts), Albana Sadikaj (Secretary of Faculty), Genc Reznici (Coordinator of Quality Assurance)

09.45 – 10:30 **Meeting with quality assurance representatives and administrative staff - Joint session:**

present: Besnik Loxha, Director of Quality Assurance in UP. Genc Reznici
Coordinator of Quality Assurance in FA

10:30 – 11:15 Lunch break

11:15 – 12.15 **Meeting with the heads of the study programme 1. Master of Music in Music Education MA**

present: Prof. asoc. Phd Besa Luzha, Prof. asis. Dr. Rreze Kryeziu Breznica

12:20 – 13:20 **Meeting with the heads of the study programme 2. Master of Music in Composition MA**

present: Prof. Valton Beqiri, Prof. asis. Phd Dafina Zeqiri Nushi

13:25 – 14:05 **Meeting with teaching staff**

present: Prof.asoc. Zana Basha, Prof.asis. Edon Ramadani, Prof. Erëmira Citaku

14:10 – 14:50 **Meeting with employers of graduates and external stakeholders**

present: Liburn Jupolli – Adviser of Minister of Culture, Youth and Sports,
Ylber Asllanaj – Music Editor at Radio Television of Kosovo

14:50 – 15:00 **Internal meeting of KAA staff and experts**



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

15:00 – 15:10

Closing meeting with the management of the faculty and program

*all meetings were held through Google Meet video-communication service

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

The Faculty of Arts (FA) is an integral part of the University of Prishtina "Hasan Prishtina"(UP) as one of the 13 faculties. It is a public institution of higher education, which organizes and develops university studies, higher scientific, artistic and professional work. It has three departments: Department of Fine Arts(DFA), Department of Music (DAM) and Department of Dramatic Arts(DAD).

Faculty of Arts (firstly named Academy of Art) started working in 1973/74 with the Department of Fine Art. In the academic year 1975/76, a branch of Musical Art was formed, and from the academic year 1989/90, a unit of Dramatic Arts was established.

Today Faculty of Arts has 9 BA and 8 MA studies in the artistic field with a teaching staff of 86 full-time employed and 78 external associates.

At Department of Music are 29 full-time employed teachers and 20 external associates and 48 students on BA and 29 on MA degree.



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

<i>Name of the institution</i>	UNIVERSITY OF PRISTINA “HASAN PRISHTINA”
<i>Faculty/Department</i>	FACULTY OF ARTS / Department of Music
<i>Name of the study program</i>	MASTER OF MUSIC IN MUSIC EDUCATION, MA
<i>Person responsible</i>	<i>Prof. asoc. PhD Besa Luzha</i>
<i>Accreditation/Reaccreditation</i>	<i>Accreditation</i>
<i>NQF Qualification Level</i>	<i>NQF Level Seven</i>
<i>Academic degree conferred</i>	Master of Music (MMUS)
<i>ECTS</i>	<i>120</i>
<i>Program profile (specialization)</i>	Music Education –(according to the relevant subject where the diploma is obtained)
<i>Erasmus Code</i>	<i>03.2 Music and Musicology</i>
<i>Type of study</i>	<i>Full-time</i>
<i>Number of places</i>	<i>30</i>
<i>Minimum duration of study</i>	<i>2 years/ 8 semesters</i>
<i>Number of students</i>	<i>up to 60</i>
<i>Module /Courses (brief intro)</i>	Courses: Music Education I, II, III, Research methodology I, II in Music Education, Solfege, Music score analyses I, II, Arrangements for elementary school ensembles I, II, School practice; Elected subjects: Choir singing, Art and Culture management, Esthetics, Composition, 20 th century Harmony, Piano (obligatory), Modern notation, etc.
<i>Full time academic staff (researcher/artistic)</i>	Prof. Mendi Menxhiqi, Prof. Valton Beqiri, Prof. asis. Dafina Z. Nushi; prof. asis. Kreshnik Alickaj, Prof. ass. Drinor Zymberi; Prof. asis. Edon Ramadani, Prof. asis. Rreze Kryeziu Brenzica; Prof. asc. Besa Luzha; prof. asoc. Zana Badivuku; prof. asc. Nezahate Shala; prof. asc. Misbah Kaçamaku; prof. asc. Florita Raifi, and teaching staff of the related instrument
<i>Fee</i>	<i>150 € per semester</i>



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.

According to the SER, the mission of Faculty of Arts is the comprehensive preparation of the visual, applied, musical and dramatic profiles in Kosovo. Faculty also encourages cooperation between teachers and students in order to achieve the highest quality of artistic, educational and creative.

The mission of the Master of Music study program is to provide students with a comprehensive music education focusing on an understanding of music pedagogy and the artistic creation / composition of musical works, and the individual and spiritual role of music art.

The purpose of the study program is to provide high quality of the academic, artistic, pedagogical, creative and professional music teachers within an arts education environment in general. The respective Study Program trains students in music, pedagogical and artistic competences, and methods, literature and pedagogical approaches, in different contexts and levels. They also supported to develop an understanding for basic music theory and music history aspects, through professional artistic pedagogy, consulting, mentoring and professional development.

The study program mission is in compliance to the mission of the Faculty of Art mission.

Standard 1.2. Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.

According to The National Qualifications Framework¹ descriptors for the level 7 of the NQF “Individuals must have highly specialized, extensive and in-depth knowledge, some of which is fundamental in a field of work or study, and which relate to different fields as a basis for authentic ideas and research including a critical understanding of key theories principles, and concepts related to practical and conceptual knowledge of the subject, discipline or field of work - including relevant specializations; be able to apply specialized skills and techniques related to a subject or discipline, a professional field, including activities that require innovative

¹ https://akkks.rks-gov.net/uploads/national_qualification_framework_handbook_2020.pdf (4/4/2021) p. 47-48



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

ideas and research. They will have the attitude and know-how to evaluate new information, concepts and evidence from a wide range of sources and should be able to use specialized problem-solving skills, the development of new knowledge, and procedures and integration in various fields.

Programmes in formal higher education Level 7 studies are conducted at specialized higher education institutions and include knowledge and understanding that is built on and linked to Level 6. Programmes are designed and delivered in accordance with the first cycle of the Bologna Process and relevant Dublin descriptors which lead to the Master's degree. Qualifications at this level are worth a fulltime credit for one or two full years of study. These qualifications are academic and professional.” (pp 47- 48)

The study program is broadly harmonized with the NQF of the Republic of Kosovo in terms of duration (2 years, 120 ECTS) and general learning outcomes. Learning outcomes for the proposed study program are specified on a study and course (subject) level. It is advisable to clearly define which general learning outcomes each individual subject contributes to.

Standard 1.3. The study program has a well-defined overarching didactic and research concept.

The focus of the study program is on the subjects of the profession: *Music methods of teaching I, II, III(Ear training, Harmony, Music forms, Music education, Instruments and Singing), Music forms analysis, Music for school ensembles, Research methodology I,II, School practice I, II, Diploma (112ECTS)*

Elective courses expand on specific topics on the field of music: *Music and society, Piano obligatory, Jazz improvisation/Jazz singing, Choir, Aesthetic, Management in art/culture*

The study program does have a well-defined overarching didactic concept. Study program introduces students to the concepts of scientific research. Introduction of elective courses from other study programmes (i.e. subjects in the field of humanities, other arts and social sciences) would be beneficial in terms of widening perspectives and diversifying the curriculum.

Standard 1.4. There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.

According to the additionally submitted documents, it can be concluded that there are regulations and procedures related to academic affairs (enrolment, course of studies, exams, manner of completing studies, etc.). They are mainly regulated at the level of the University.



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

Formal policies, guidelines and regulations dealing with recurring procedural or academic issues are stated in the study program proposal in accordance with general principles applicable to the performance of the activities at the FA regulations and guidelines of the Statute of the UP.

Standard 1.5. All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.

Although not explicitly stated in the SER, during conversations with teachers and students, it became clear that they are aware of ethical principles and adhere to them. They are prescribed by the Code of Ethics and the provisions of the University Statute.

Teachers, associates, staff and studies comply with the provisions of the Statute and Ethics Code UP.

Standard 1.6. All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances.

According to the SER, certain forms of monitoring the implementation of programs such as self-analysis, quality indicators, teacher evaluation by students, student evaluation, teaching discipline, and review of conditions of teaching facilities. According to the SER, certain forms of monitoring the implementation of programs such as self-analysis, quality indicators, teacher evaluation by students, student evaluation, teaching discipline, and review of conditions of teaching facilities. In conversation with representatives of QA at FA and UP, it was shown that they plan to carry out such activities. However, so far, no evidence of such continuous practice reviews or procedures are presented.

Compliance level: Substantially compliant



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

ET recommendations:

1. *define QA procedures specifically for Music related study programs*
2. *link the learning outcomes of each subject with the general learning outcomes at the study level*
3. *keep the website and all publically available documents related to studying at FA up to date*

2.2. Quality management

Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.

The requested additional explanations from the FA stated that the FA adheres to the procedure prescribed by the UP statute according to which employees participated in the consultations. At the same time, the Study Committee at the FA level has all responsibility for this area's activities. In the conversation with the heads of the program and teachers, they stated that program heads led the self-evaluation process and the teaching staff were consulted in this process. However, during the interviews the ET learned that the teaching staff does not receive the results of the student surveys or the data on student progression, which limits their ability to reflect on the existing problems and find the ways for further improvement of the programs. The practice of continuous self-evaluation is not noticed; it takes place only for the needs of re-accreditation of study programs.

It would be necessary to develop a system of continuous monitoring of program performance.

Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.

The regulation on quality assurance and evaluation of the UP, states that the evaluations under the quality assurance and evaluation system are done for the purpose of institutional and program accreditation. This statement undermines the role of quality evaluation for purpose of internal development of the education programs, improvement of student and staff performance and achievement of the program learning outcomes. The regulation also states that the evaluations are carried out “at least once in every five years”. This statement undermines the continuous process that is needed for continuously using the evaluation results for detecting the possible flaws in the program implementation and addressing them in a timely manner.



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

Standard 2.3. Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.

According to the regulation on quality assurance and evaluation, the evaluation carried out for accreditation includes quality of teaching and learning, however the regulation does not describe the instruments used for the quality of teaching and learning. During the interviews the ET learned that the student surveys are conducted to evaluate the teaching staff. The surveys do not evaluate the individual courses and available resources needed for the implementation of the program. The ET also learned that student progression is administered through the electronic student management system. However, the data is not analyzed and used for program planning and development. .

Standard 2.4. Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.

According to the available data, **it is not possible to determine that there is a formal mechanism of quality evaluations** that would give an overview of the entire program's quality.

Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.

There is no evidence of quality assurance processes that ensures required standards are met and continuously improved. It is also necessary to define specific standards appropriate to the field of the arts, particular higher education in music. During the interview ET learned that the FA is working on a quality manual for the faculty which will take into account the specifics of the Faculty of Art, however the manual is not approved and used yet.

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

The survey data is being collected from students and graduates, however as mentioned above the surveys do not include all components necessary for the evaluation of the courses and the study program. The results are not made publicly available.



Republika e Kosovës
Republika Kosova - Republic of Kosovo

Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency



Standard 2.7. Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.

According to the available data, **the internal quality monitoring system processes are not implemented** mainly in the daily operation of the FA. Due to a smaller number of students, individual consultative classes and informal, collegial monitoring of the professional activity of alumni, there is informal knowledge about the workload of students and their later professional path. However, this valuable data is not used in the context of QA. Moreover, the teaching staff does not receive the results of student surveys about their performance.

Standard 2.8. The institution ensures that reports on the overall quality of the program are prepared periodically (e.g. every three years) for consideration within the institution indicating its strengths and weaknesses.



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

The Faculty of Arts prepares mandatory periodic reports (every four to five years) as part of its study programs' re-accreditation. On these occasions, the SWOT analysis examines individual areas of activity and delivery of the study program.

Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.

As it was mentioned above, the FA is currently drafting the quality assurance manual for the faculty, that aims to take into account the specifics of the Art programs and enhance the quality culture. However, the manual is not yet finalized.

Compliance level: Partially compliant

ET recommendations:

1. *Development of a system of continuous monitoring of program performance.*
2. *Define specific standards and procedures of evaluation appropriate to the art fields, especially music*
3. *Finalize a QA manual that describes the quality assurance principles, processes and instruments and ensure its proper implementation.*
4. *Ensure that the quality assurance instruments take into account the input, process and outcomes of program implementation.*
5. *Ensure that the quality evaluation data is analyzed, made accessible for the program team and used for the quality improvement of the program.*

2.3. Academic staff

Standard 3.1. Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.

In SER are provided precise proscribed data about full time (FT) and part time (PT) academic/ artistic staff. Some data is missing/is not up to data in the teaching staff table (contract dates).

Standard 3.2. The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

Procedures, selection criteria and evaluation of regular staff and associates are defined and developed in accordance with the Law on Higher Education, Labour Law and UP Statute. These legal criteria are taken into account as for election, re-election, and advancement in academic titles.

Standard 3.3. Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity.

According to the SER, there is no official evidence provided about these criteria but in subsequently submitted explanations, FA guarantee that each professor at the beginning of the academic year fills in the form of declaration for his/her employment status.

Standard 3.4. At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.

According to the SER, a total of 12 teachers. All academic staff are full-time employees.

Standard 3.5. For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.

According to the SER four members of the teaching staff have PhD qualification. Due to the nature of the study field, in which small groups and individual mentoring teaching prevails, the size and number of study groups is defined according to the number of students enrolled in the academic year. The workload of the teaching staff is, in these case, directly dependant on the number of students.

Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.

FA provides teaching staff opportunities for presenting research and artistic work in a local and broader context, although these opportunities are not financially supported. UP offers in its *Centre for teacher excellence* additional training of basic and advanced teaching skills and competencies.



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

Standard 3.7. The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.

The engagement of teaching staff in the academic and broader community is well elaborated, and their contacts with students outside the regular teaching hours.

Standard 3.8. Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.

FA implements the process of regular assessment of teachers and associates by students. Other forms of evaluations are not declared. **The results of the evaluation are not publicly available.**

Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.

In the commentary to the standard 3.6. it was mentioned that UP implements programs for improving teacher competencies. However, in addition to the above, no evidence has been provided that QA procedures exist regarding improving the teaching strategies and quality of learning materials.

Standard 3.10. Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.

According to the Labor Law of the Republic of Kosovo a member of the academic staff retires at the age of 65, but with the possibility of engaging in the teaching process even after retirement. In case of need, University may engage academic staff in the teaching process and research until the age of seventy (70) years.

Compliance level: Substantially compliant

ET recommendations:

1. *introduction of other forms of teacher performance evaluation such as self-evaluation, peer evaluation and others.*
2. *encouraging continuous improvement of teaching skills and the development and improvement of teaching materials*



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

3. *publish the results of the teacher performance evaluation in an appropriate manner*
4. *check/update current contract data for all teaching staff in the tables (p. 28 in SER)*

2.4. Educational process content

Standard 4.1. The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.

It is difficult to conclude the veracity of this claim as provided course data is incomplete. Course syllabus tables that were provided are inconsistent with the study program tables (names of courses, whether a course is obligatory or elective). All courses should have separate tables for each semester. Learning outcomes should be specified throughout various semesters making the expected progress more clear.

It would be advisable to separate the diploma/thesis into a separate course/subject and to define requirements and learning outcomes for that subject.

Standard 4.2. The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.

As mentioned in the standard 1.2., the study program is broadly harmonized with the NQF of the Republic of Kosovo in terms of duration and general learning outcomes. Individual program components are combined in a way to best meet the specified training objectives and provide adequate forms of teaching and learning.

Standard 4.3. The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.

Disciplines within the study program are provided in a logical flow. As mentioned in standard 1.2., learning outcomes for the proposed study program are specified on a study and course



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

(subject) level. It is preferable to interconnect learning outcomes of each subject with appropriate, general learning outcomes on the study programme level.

Standard 4.4. The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.

SER does not entail descriptions for all the courses listed in the tables. Provided were only tables for courses- Music Teaching Methods I, II, III, and additional tables for courses whose names do not correspond to any of the subjects listed in the syllabus. (Comments on table contents were given in Standard 4.1.).

Standard 4.5. If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.

The program is offered in Albanian, but the study material in some subjects are in other languages. One of the admissions prerequisites is English language knowledge competency.

Standard 4.6. The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.

Not applicable (accreditation for new study programme).

Standard 4.7. Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students.

Teaching strategies correspond to the specifics of this study program and individual subjects. Since most work is teaching in small groups, or individual, the flexibility that achieves optimal results for each student is met.



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

Standard 4.8. Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.

Assessment methods are for the most part appropriate. Exam grades appeal procedures are in place and are used.

Standard 4.9. Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison with other study programs at highly regarded institutions.

In SER this area is not specifically mentioned.

Standard 4.10. Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or inconsistently assessed.

In SER this area is not specifically mentioned. But, FA and UP regulations have procedures that allow students to submit complaints with regards to assessment procedures and grades.

Standard 4.11. If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.

In the study program, a practise stage in listed as an obligatory course yet no course table was provided.

Through conversation with the teaching staff the practice was discussed. According to the teaching staff it takes place in primary and secondary schools as well as in music schools.

Course syllabus should be made available to ascertain this standard.

It would be advisable to define regulations with regards to mentorships (in schools) and continual assessment of teaching practice.

Standard 4.12. In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units.



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

Submitted documentation does not explicitly underline this area, except principle agreement between Ministry of Culture, Youth and Sports and UP from 2010. There are regional non-official agreements in place with music and elementary schools which facilitate School practice/Internship.

Compliance level: substantially compliant

ET recommendations:

1. *separate and specify learning outcomes for each course*
2. *link learning outcomes of individual subjects with general outcomes at the study level*
3. *add descriptions for all subjects/courses missing them*
4. *formalize cooperation with other educational and cultural institutions through signed agreements*
5. *consider the possibility of including elective courses from other FA departments/studies*



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

1.1.Students

Standard 5.1. There is a clear and formally adopted admission procedure at institutional level that the study program respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students.

The admission procedures are clear and formally adopted. They are consistently and fairly applied for all students.

Standard 5.2. All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.

A high school graduation diploma (or equivalent document for international students) is obligatory at the moment of enrolment in the study program.

Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.

During the interviews the ET learned that the FA is planning to enrol 30 students every year. Thus, it can be said that group sizes are optimal and ensure an effective and interactive teaching and learning process for this kind of study.

Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.

Feedback to students on their performance and assessments results is given promptly and accompanied by mechanisms for assistance if needed.

Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.

The results obtained by the students throughout the study cycles are certified by the academic record

Standard 5.6. Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

Through meetings with students and graduates and teachers at DAM, it was emphasized that treatment of student, concerning deadlines and formal requirements in the program and examinations in exceptional situations, is flexible.

Standard 5.7. Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.

Records of student completion rates are kept for all courses and the program as a whole. However, they are not used as indicators for the quality assurance in quality improvement purposes.

Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.

At the UP level, it is provided adequate software for checking plagiarism. Ethical aspects are considered in Statute and Ethical codex.

Standard 5.9. Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.

Students rights and obligations are regulated through UP Regulations for undergraduate students and UP Statute.

Standard 5.10. The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.

SER reported that the UP Statute regulates the formal side of transfer between higher education institutions, faculties and study programs.

Standard 5.11. Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.

The academic staff has sufficient scheduled time for consultation and advising of students. Also, it is assured informal but adequate tutorial assistance to ensure understanding and ability to apply learning at the study level.

Compliance level: Fully compliant



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

ET recommendations:

1. *Inclusion of data on passing and grades in exams as QA indicators in the process of improving the performance of the study program*
2. *Functional and informative FA website with addition of a functional page in English for potential student/teacher exchange candidates*

2.5. Research

Standard 6.1. The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.

According to SER, the study program does include scientific research objectives as well as artistic activities. However, **there is no evidence provided through other documents**, like research development plan of the institution, or proof that sufficient financial, logistic and human resources allocated for achieving the proposed research objectives.

Standard 6.2. Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.

The evaluation criteria and the promotion of academic staff includes, besides research and scholarly activities, artistic activities.

Standard 6.3. Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.

As far as scientific research works are concerned, the staff involved in such activities publishes the results of such research in adequate journals on research topics and evidence is published, presented as required by the relevant UP statute and regulations.



Republika e Kosovës
Republika Kosova - Republic of Kosovo

Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency



Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.

In SER and the CV of teachers, evidence of their artistic and professional activity in the field they teach is provided.

Standard 6.5. The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.

Few teachers have published their research in relevant journals or books. A more significant number of teachers present their artistic work to the general public through concerts, festivals, conventions, conferences and similar.

Standard 6.6. Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.

There is no specific evidence about achieving this standard.

Standard 6.7. Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.

According to the provided information about concerts and other art events of the FA DAM teaching staff in Kosovo and abroad, at least a satisfactory average artistic presentation was achieved. Due to the smaller number of scientific research publications, it is not possible to determine whether this standard is reached or not.

Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full time staff.

There is no specific evidence about achieving this standard.

Standard 6.9. Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

Academic staff are encouraged to include in their teaching relevant information about research and artistic and scientific activities relevant to the course they teach as well as other significant artistic and research developments in the field of the study program.

Standard 6.10. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.

There is no specific evidence about achieving this standard. Intellectual property policies are subject to applicable national laws on this subject (Intellectual Property Law, RKS).

Standard 6.11. Students are engaged in research projects and other activities.

There are examples of good practice in involving students in artistic and scientific projects and research.

Compliance level: Partially compliant

ET recommendations:

1. *introduce formal measures to encourage research in and about the arts at the FA*
2. *organization of more scientific and professional conferences with topics in the field of studies*
3. *encouraging teachers to publish their scientific/artistic works in relevant publications*
4. *make a greater effort to include students in relevant research*

2.6. Infrastructure and resources

Standard 7.1. The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.

FA provide evidence of current premises, human resources and equipment.

Standard 7.2. There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

Provided information shows that, even though FA is part of a public and state-funded University, there are difficulties related to the specifics of conducting study programs of this type. Small groups and individual teaching require a higher teaching load and a correspondingly higher number of academic staff. Despite some funding growth, the FA reports underfunding, mainly spending over 90% on wages and building maintenance costs. Very little funds remain for development projects and the purchase of new equipment. FA pointed out that distribution of funding is uneven and currently favours certain faculties.

Standard 7.3. The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years:

- a) owned or rented spaces adequate for the educational process;
- b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities;
- c) adequate software for the disciplines of study included in the curriculum, with utilisation licence;
- d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.

Department of Music operates in one of the three FA buildings. Unfortunately, due to the pandemic, there was no possibility to check the conditions in person. The submitted video content did not show the facilities intended for the implementation of this department's study programs.

SER and additionally provided data give a list of rooms and their approximate size; however, apart from the list of instruments owned by FA (mainly pianos), no insight was delivered into the condition of equipment and acoustic adaptation made to the classrooms. Most pianos were acquired a few years back. Upright pianos are much older and, according to employees, mostly inadequately maintained.

Students and teachers mentioned in the conversation that there is a lack of adequate space for students to practice and learn and that the library has a minimal number of seats in the reading room. Furthermore, classrooms do not have adequate acoustic isolation or have been adapted to the needs of music teaching. There is a plan to build a larger concert hall with 300 seats in the audience.

The library does not have a large number of books, sheet music and music records. Still, it is emphasized that the databases of scientific papers UP Academic service office, library department for music, in the National Library of Kosovo close to DAM are available to students and teachers formally or informally.



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

Classrooms for theoretical classes are equipped with computers and software for editing, mixing and mastering sound and music writing.

Standard 7.4. The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.

According to the available data, the number and size of classrooms should correspond to the nature of teaching and the size and number of student groups. There is a lack of rehearsal rooms for larger ensembles as well as a concert hall. Unfortunately, without an in person insight into the space, it is impossible to assess their suitability and functionality accurately.

Standard 7.5. The education institution's libraries must ensure, for each of the study programs:

- a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program;
- b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program;
- c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or speciality courses of recognised publishers, from the last 10 years;
- d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for;
- e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.

As mentioned in standard 7.3., the FA library is located in cramped conditions that do not allow use of the reading room for the large/current number of students. The collections of sheet music and books total only 985 units, CDs and DVDs (total 460 units). This is inadequate. Data on the representation of more recent editions was not available. As a UP member, the FA can use online scientific databases, which serve in place of subscriptions to Albanian and foreign publications and periodicals.

Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.

There is no specific information about that. Special markings in the hallways and classrooms that facilitate the orientation of blind and partially sighted people too should be available. In



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

the conversation, the professors pointed out that they would need education and some expert help adapt the study materials to blind and partially sighted people.

Compliance level: Partially compliant

ET recommendations:

1. *continuous procurement of necessary and maintenance of existing musical instruments, IT equipment and software, sheet music and literature*
2. *employment of piano technician*
3. *adaptation of facilities for students with special needs*
4. *education of teaching staff and professional person help to adapt teaching materials to people with special needs.*
5. *encourage translation of the essential literature to the Albanian language*

3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

The newly proposed Master programme in Music Education has up until now been performed as a profile within the existing Master of Music programme.

It integrates well into the education system because it builds upon the competences gained through bachelor degree programme in the same field. Employment opportunities are quite significant in the Republic of Kosovo.

DAM successfully cooperates with educational institutions and it would be good to further strengthen cooperation by signing agreements on teaching practice/internships.

According to the available data, it can be concluded that the management of the FA does not take into account the equal representation of all departments in the faculty council and administrative bodies. FA management should equally take the interests and needs of all departments into account.

According to the available documents, it is unfortunately clear that the quality assurance system's principles and application have not been fully implemented yet. Most employees and students do not perceive quality management processes as valuable and necessary.

From all the above, the following recommendations stand out:

1. *A define QA procedures specifically for Music related study programs*
B develop a system of continuous monitoring of program performance



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

- C define specific standards appropriate to the art fields, especially music*
D develop and elaborate quality indicators
E Finalize a QA manual that describes the quality assurance principles, processes and instruments and ensure its proper implementation.
F involve all employees in QA processes, introduce and build QA culture
G introduce other forms of teacher performance evaluation such as self-evaluation, peer evaluation and others
2. *A separate and specify learning outcomes for each course*
B link the learning outcomes of each subject with the general learning outcomes at the study level
C analyse the labour market
D add descriptions for all subjects/courses missing them
F consider the possibility of including elective courses from other FA departments /studies
G include data on passing and grades in exams as QA indicators in the process of improving the performance of the study program
H introduce the concept of artistic / scientific research in the study program
3. *A introduce formal measures to encourage research in and about the arts at the FA*
B encourage continuous improvement of teaching skills and the development and improvement of teaching materials
C organize education of teaching staff and professional person help to adapt teaching materials to people with special needs.
D encourage teachers to publish their scientific/artistic works in relevant publications
E organization of more scientific and professional conferences with topics in the field of studies
F make a greater effort to include students in relevant research
4. *A functional and informative FA website with addition of a functional page in English for potential student/teacher exchange candidates*
B publish the results of the teacher performance evaluation in an appropriate manner
C development of a searchable database of final and diploma works and recordings of artistic performances
5. *A formalize cooperation with other educational and cultural institutions through signed agreements*



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

6. *A continuous procurement of necessary and maintenance of existing musical instruments, IT equipment and software, sheet music and literature*
B encourage translation of the essential literature to the Albanian language
C adapt facilities for students with special needs
D employ piano technician

In conclusion, the Expert Team considers that the study program *Master of Music in Music Education, MMUS* offered by *University of Pristina "Hasan Prishtina", Faculty of Arts* is **Substantially compliant** with the standards included in the *KAA Accreditation manual* and, therefore, recommends **to accredit** the study program for a duration of **3 years** with a number of **30** students to be enrolled in the program.

4. APPENDICES (if available)

1. A Compliance calculation

Expert Team

Chair

(Signature)

(Marina Novak)

(29/06/2021)

Student Expert

DocuSigned by:
Keti Tsothiasvili
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(Signature)

(Keti Tsothiasvili)

(29/06/2021)