



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

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

Bachelor of Music in Performance, BMUS

**REACCREDITATION OF THE EXISTING STUDY
PROGRAMME**

REPORT OF THE EXPERT TEAM

Zagreb, 13th April 2021



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

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	10
2.3. Academic staff	12
2.4. Educational process content.....	15
2.5. Students.....	19
2.6. Research.....	21
2.7. Infrastructure and resources	23
3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET	26
4. APPENDICES (<i>if available</i>).....	28



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

1. INTRODUCTION

1.1. Context

Date of site visit: 19th of March 2021

Expert Team (ET) members:

- A red.prof.art. Marina Novak, University of Zagreb Academy of Music

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 (22/03/2021)
- C Information obtained during the on-line meetings with management of the institution, teaching and administrative staff, students, graduates, external stakeholders and employers of graduates; visiting relevant websites, video presentation of the facilities

Criteria used for program evaluation:

- A KAA Accreditation Manual



1.2. Site visit schedule

19th March 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 Zymeber (vice Dean, Music Arts), Albana Sadikaj (Secretary of Faculty), Genc Rezniqi (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 Rezniqi 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. Bachelor of Music in Performance, BMUS:**

present: Betim Krasniqi, Alberta Troni, Lejla Pula, Sanije Matoshi, Venera Kajtazi, Edon Ramadani, Fraim Gashi, Sihana Badivuku, Astrit Mustafa.

12:20 – 13:20 **Meeting with the heads of the study programme 2. Master of Music in Performance, MMUS:**

present: Antonio Gashi, Alma Bektashi, Valbona Petrovci, Arianit Shehu, Lule Elezi, Blerim Grubi, Merita Juniku, Shkumbin Bajraktari.

13.25 – 14:05 **Meeting with teaching staff:**

present: Besa Luzha, Valtoni Beqiri, Florita Raifi, Rreze Kryeziu, Dafina Zeqiri.

14:10 – 14:50 **Meeting with students:**

present: Anila Aliu, Ersan Januzi, Poema Dylhasi, Arbnor Gashi.

14:55 – 15:35 **Meeting with graduates:**

present: Natyra Ulaj, Arian Zherka, Lumbardha Klinaku, Fjolla Gashi-Dobruna, Kreshnik Berisha



15.40 – 16:20 **Meeting with employers of graduates and external stakeholders:**

present: Baki Jashari, Jeta Dida, Jeta Dumnica.

16.20 – 16:30 **Internal meeting of KAA staff and experts**

16:30 – 16:40 **Closing meeting with the management of the faculty and program:**

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

*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 studies¹in 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.

¹ according SER pp 8 and 9. Other data on pages 11, 15 and 16 are different.



<i>Name of the institution</i>	UNIVERSITY OF PRISTINA “HASAN PRISHTINA”
<i>Faculty/Department</i>	FACULTY OF ARTS / Department of Music
<i>Main Campus or Branch</i>	Main Campus
<i>The program applies to Branch</i>	No
<i>Name of the study program</i>	Bachelor of Music in Performance, BMUS
<i>Person responsible</i>	Betim Krasniqi, Alberta Troni, Lejla Pula, Sanije Matoshi, Venera Kajtazi, Edon Ramadani, Fraim Gashi, Sihana Badivuku, Astrit Mustafa
<i>Accreditation/Reaccreditation</i>	Reaccreditation
<i>NQF Qualification Level</i>	NQF Level Six
<i>Academic degree conferred</i>	Bachelor of Music in Performance – with profile (BMUS)
<i>ECTS</i>	240
<i>Program profile (specialization)</i>	1. Piano 2. Singing 3. Conducting 4. String Instruments: (Violin, Viola, Cello, Double bass, Guitar) 5. Wind Instruments (Flute, Clarinet, Bassoon, Trombone, Trumpet, Horn, Saxophone)
<i>Erasmus Code</i>	03.2 Music and Musicology
<i>Type of study</i>	Full-time
<i>Number of places</i>	up to 50 students on all profiles per first year
<i>Minimum duration of study</i>	4 years/ 8 semesters
<i>Number of students</i>	up to 200



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 Bachelor of Music in Performance Study Program: to provide students with a comprehensive artistic music education focusing on an understanding of performance art, theoretical knowledge of musical language, and the individual and spiritual role of music art.

The Study Program trains students in artistic performance skills, concepts, knowledge and methodology to demonstrate a level of proficiency on the principal instrument, alongside broad understanding of performing literature as well as pedagogical approaches in performing arts. It also develops the basic understanding of music theory and music history elements.

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 6 of the NQF “Individuals must have advanced knowledge in and about the field of work or study, including a critical understanding of theories and principles, advanced practical, cognitive and creative skills and be able to demonstrate mastery and innovation to solve complex and unforeseen problems in the specialized field of work or study. At this level, students should carry out tasks or studies that include managing complex technical and professional activities or projects, which may include decision-making responsibility in unforeseen work or study contexts, or manage the professional development of individuals and groups.

¹ https://akkks.rks-gov.net/uploads/national_qualification_framework_handbook_2020.pdf (4/4/2021) p. 45-46



... Programmes in formal higher education Level 6 programmes offer in-depth knowledge and skills that are consistent with first cycle study programmes. They can be professional or academic in content and have credit value, and can last three or four years of full-time study. These qualifications are in accordance with the first cycle of the Bologna process and relevant Dublin descriptors and lead to a Bachelor's degree. Based on the knowledge and skills necessary for professional practice and may be the basis of a license to practice the profession.” (pp 45- 46)

The study program is broadly harmonized with the NQF of the Republic of Kosovo in terms of duration (4 years, 240 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 study program's primary focus is on in-depth individual studies in subject/instrument (profiles: Piano, String Instruments and Wind Instruments), singing for profile Singing, and conducting for the profile Conducting. These skills are broadened with performance in chamber ensembles, choir and orchestra. Theoretical knowledge and analytical skills of music are delivered through music analytics subjects (Solfege, Harmony, Musical Forms, Polyphony, Arrangement, Methodics of the instrument, History of Music). Besides, students could also develop general knowledge and skills to communicate and present themselves in public. Depending on their Pedagogy, Sociology and Psychology expertise, they could also expand their academic or generic skills.

For these reason study program combines three groups (modules) of courses:

- Courses/subjects close related to the instrument (individual lessons and small group lessons)
- General music Courses (teaching type: individual, group and collective)
- General academic courses (general skills courses)

The study program does have a well-defined overarching didactic concept. Although the study program introduces students to academic writing basics, the concept of artistic/scientific research is not largely represented in the program.



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. Unfortunately, when writing these reports, the faculty website was not available to make sure that the documents were publicly available.

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, but **no evidence of such a continuous practise reviews or procedures are presented.**

Compliance level: Substantially compliant



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. *introduce the concept of artistic / scientific research in the study program.*
4. *up-to-date website and publicly available documents related to studying at FA*

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 teachers, they stated that they consulted them. However, 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.

According to the available data, **there are no formal procedures to evaluate processes and plan improvements.** Their design and implementation at the level of all FA departments are advised.

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 available data, **there are no records of notable involvement of QA procedures in the planning and delivering of the study program.** In SER, it is stated that student and graduate surveys are conducted, the administration of student progression through



study is performed using a database. However, it is not noted what specific QA area actions are carried based on the data obtained.

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.

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

According to the SER, survey data is being collected from students and graduates. **The results are not made publicly available.**

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.

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.



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.

There is no evidence that quality assurance arrangements are regularly evaluated and improved.

Comment: The principles of quality assurance in higher education have unfortunately not been well recognised at FA. There is a lack of documents that would help make the QA system work successfully, such as quality regulations at the FA level, QA manual, development and elaboration of quality indicators that could monitor study programs' performance. The system should be available to all employees and students to contribute to QA system development appropriately. Relevant information on the quality system should be publicly available.

Compliance level : Non-compliant

ET recommendations:

1. *development of a system of continuous monitoring of program performance.*
2. *define specific standards appropriate to the art fields, especially music*
3. *development and elaboration of quality indicators*
4. *drafting a QA manual*
5. *involving all employees in QA processes, introducing and building of QA culture*

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 relatively precise proscribed data about full time (FT) and part time (PT) academic/ artistic staff. The data about external associates, who teach electives are submitted subsequently.

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.

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 31 teachers, 19 full-time employees, and 13 external associates are involved in the performance of this study program's main subjects. Other academic staff, listed in the SER to teach in other programs (p.40), are involved in teaching other groups of subjects. The data about external associates, who teach electives are submitted subsequently. It is not possible to determine the exact ratio of full-time and external associates but **from the description of individual subjects in the study programme, it can be supposed that full-time teachers perform the majority of classes.**

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.



Due to the nature of the study field, in which individual, mentoring teaching prevails, it is necessary to define the size and number of study groups. 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. There is no evidence provided about possibilities for improving teaching competencies for those who show deficiencies.

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 selfevaluation, 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.

There is **no evidence provided** for the QA procedures 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*
- 3. analysis of the labour market and potential students from the ranks of high school music students*
- 4. publish the results of the teacher performance evaluation in an appropriate manner*

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.

The study programme has a base on the objectives and needs of the labour market. It mostly includes main aspects related to the future vocation and the acquisition of disciplinary, pedagogical and generic skills and knowledge. **Individual components of the study programme are comparable to similar study programs at other European higher education music institutions.**

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.



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

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 (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.

In SER are presented descriptions for the main subject and to them related artistic courses. Other descriptions are given in the part of the report for other study programs. Therefore, it is not clear whether general courses, e.g. Solfege, Harmony, Musical forms etc., differ between these study programs. Additional materials do not include all electives (Pedagogy, Sociology, Languages, etc.). **The full course syllabuses in electronic form are not provided for all subjects of the evaluated study program.**

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. The study program provides elective courses (Albanian, English, Italian) which can supplement students' knowledge in the specific area.



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.

Through discussion with the students and teaching staff on the existing study program, it was noted that communication between them is clear and that the goals and learning outcomes at the individual level of communication are well explained.

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 one-to-one instruction or teaching in small groups, the flexibility that achieves optimal results for each student is meant.

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 mainly appropriate. Most performance exams are open to the public and are graded by a panel of judges. They are using rating scales for assessment instrumental/voice performance. Procedures for appealing the exam grades are developed.

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.

Due to the specific, mainly student-centred approach, the assessment system includes specific monitoring methods. The scoreboard from 5 (negative / no passing) to 10 (excellent) is accompanied with general descriptions.

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 specific mentioned. But, FA and UP regulations have procedures of submitting the student complaint to the assessment procedure and grade.

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 primary and secondary schools is obligatory. It is a part of the elective course *Instrument methodology II* in the fourth year of study. A total of 50 hours of student workload is planned and awarded 2 ECTS. The student's practice is supervised by an appropriate mentor and evaluated through activity reports.

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.

Submitted documentation does not explicitly underline this area, except principle agreement between Ministry of Culture, Youth and Sports and UP from 2010. However, in conversation with external stakeholders, such as directors of two music schools and Kosovo Philharmonic director, examples of good practices, such as joint projects, possibilities of internships, and providing of spatial and other resources.

Compliance level: Fully compliant

ET recommendations:

1. *linking learning outcomes in individual subjects with general outcomes at the study level*
2. *add descriptions to all electives and determine specific differences in other courses (Solfeggio, Harmony, Musical forms, etc.)*
3. *formalize cooperation with other educational and cultural institutions through signed agreements*
4. *consider the possibility of including elective courses from other FA departments/studies*



2.5. 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.

The size of study groups is optimal to 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.



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

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. There is no evidence that they are specially considered in the QA aspect.

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

SER reports that special attention is given to this area. 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. As the FA website was not available at the time of writing these report, it is impossible to determine whether specific FA documents are publicly available.

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. Due to the limited internal capacities of the academic staff, student transfer is also limited.

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

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*
3. *formation of a searchable database of final and diploma works and recordings of artistic performances*

2.6. 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 for other documents**, like research development plan of the institution, or proof that sufficient financial, logistic and human resources are 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 (music) performance as well.

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.

The field of Music research is, at present, generally inadequately defined, which makes it difficult to compare to the scientific research international standards and established norms.



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, symposia 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.

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.

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. At the undergraduate level, however, there are slightly few of them.

Compliance level: Partially compliant

ET recommendations:

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

2.7. 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.



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 remains for development projects and the purchase of new equipment. FA pointed that distributing funding among faculties is very unfavourable, according to FA programs.

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 live. 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 owned instruments (mainly pianos), no insight was delivered into their functionality, equipment and adaptation of acoustic conditions. Most pianos were acquired back a few years. But upright pianos are much older and, according to employees, mostly inadequately maintained. They emphasize the need to hire piano technician who would take care of their functionality and tuning.

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 places in the reading room. Furthermore, classrooms are not adequately acoustically isolated or adapted to the conditions of music teaching. There is a plan to build a larger concert hall with 300 seats in the audience, but the present concert activity intended for the public take place in inappropriate conditions, in a much smaller space.

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.

Classrooms for theoretical classes are equipped with computer and software for editing, mixing and mastering and software program for notography.

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 students' groups. There is a lack of rehearsal rooms for larger ensembles as well as a concert hall. Unfortunately, without an live insight into the spaces, 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 spatially cramped conditions that do not allow using the reading room for the needs of a larger number of students. The fund of the music editions, books (total 985), CDs and DVDs (total 460) is small. Data on the representation of more recent editions were not available. As a UP member, the FA can use online scientific databases, which replaced 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. Since the spaces are on higher floors, an elevator should be available, special markings in the hallways and classrooms that facilitate the orientation of blind and partially sighted people too. In 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. It is considerable to encourage translation of the essential literature to the Albanian language*

3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

The Bachelor of Music in Performance, BMUS study program has a tradition of performing for more than 45 years. It integrates well into the education system because of appropriate vocational secondary education and continuing with a master's degree in the same field. Employment opportunities are quite significant since in the Republic of Kosovo and abroad is a need for this profile's musicians. In this regard, it would be good to consider the possibility of encouraging the enrolment of deficient instruments in secondary music schools (e.g. oboes, violins, percussion) and their scholarships during their studies. Teachers engaged in the implementation of this study program are professionally and artistically competent.

DAM successfully cooperates with cultural institutions such as professional orchestras and ensembles, so it would be good to further strengthen cooperation by concluding agreements on sponsoring projects and scholarships for students. As far as institutions in primary and secondary education are concerned, a better and denser network of teachers-mentors should be created. They could successfully transfer their pedagogical experiences and supervise student practice.



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.

Financial stability is necessary for each study program's quality, so it is required to influence the change of budget allocation and distribution policy within the UP, taking into account the specifics of conducting studies in the field of art.

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.
C define specific standards appropriate to the art fields, especially music
D develop and elaborate quality indicators
E draft a QA manual of FA
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 link the learning outcomes of each subject with the general learning outcomes at the study level*
B analyse the labour market and potential students from the ranks of high school music students
C add descriptions to all electives and determine specific differences in other courses (Solfeggio, Harmony, Musical forms, etc.)
D consider the possibility of including elective courses from other FA departments/studies
E include data on passing and grades in exams as QA indicators in the process of improving the performance of the study program
F 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 organize scientific and professional conferences with topics in the field of studies

4. *A make functional and informative FA website*

B up-to-date website and provide publicly available documents related to studying at FA

C publish the results of the teacher performance evaluation in an appropriate manner

D form 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*

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 *Bachelor of Music in Performance, BMUS* 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 **5 years** with a number of **50 students per year** to be enrolled in the program.

4. APPENDICES (if available)

1. A Compliance calculation

Expert Team

Chair

(Signature)

(Marina Novak)

(13.4.2021)