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***UNIVERSITY OF PRISHTINA***  
***Master “Physical Education and Sports”***

***RE-ACCREDITATION***

**REPORT OF THE EXPERT TEAM**



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## 1. INTRODUCTION

### 1.1. Context

**Date of (online) meetings: 16<sup>th</sup> March 2021**

#### Expert Team

- Dr. Chris Richter, Sports Surgery Clinic, Dublin, Ireland
- Dr. Karen Petry, German Sport University, Cologne, Germany
- Domagoj Vugić, Student Expert

#### Coordinators of KAA

- Naim Gashi, Executive Director of KAA
- Shkelzen Gerxhaliu, Senior Officer for Monitoring and Evaluation
- Arianit Krasniqi, Senior Officer for Evaluation and Accreditation
- Leona Kovaçi, Senior Officer for Monitoring and Evaluation
- Ilirjane Ademaj, Senior Officer for Monitoring and Evaluation

#### Sources of information for the Report:

- Self-evaluation report "Master Sport Coaching", 2021 (no precise date) including course catalogue
- KAA Accreditation Manual 11.07.2018
- Staff CVs (Full time, part time)
- Syllabus
- Annexes: FPES-Quality Improvement plan and Work and Scientific Projects (2 annexes in total).

#### Requested documents:

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- Update about all the tables in chapter 3 (Staff), especially the duration of contracts
- Update about all the tables in chapter 4 (Students), especially Table 4.1.2 and 4.1.3 (incl. gender balance)
- Update of the chapter VI (Research and International Cooperation) incl. a list of projects and grants
- More details about chapter 4.5. (Internal quality assurance system): Example of a questionnaire, some statistics about the participation in this survey from students of the Sport Faculty, such as response rate, if possible, also some results from the latest survey)
- CV of Bylbyl Sokoli
- List of applied grants
- Furthermore, a list with details for selected standards was required (see Annex 1)

#### **Received documents:**

- Updated chapter 3 (Staff), especially the duration of contracts
- Updated chapter 4 (Students), especially Table 4.1.2 and 4.1.3 (incl. gender balance)
- Updated chapter VI (Research and International Cooperation) incl. a list of projects and grants
- More details about chapter 4.5. (Internal quality assurance system): Questionnaire, Evaluation results from Naser Rashit and the Regulations on QA)
- CV of Bylbyl Sokoli
- List of applied grants
- Copy of a research grant for the Faculty of Sport Science from the Ministry of Economic Development in Kosovo
- Budget Plan 2022-2024
- Regulations on SEMS
- Code of Ethics of the University
- The required information was listed (see Annex 1)
- Comments from faculty regarding the first draft of the accreditation report



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## 1.2. Site visit schedule (Online)

### Site Visit Program

	Physical Education and Sports, BA (Re-accreditation) Physical Education and Sports, MA (Re-accreditation)  <i>Chris Richter, Domagoj Vugić</i>	Sport Coaching, MA (Re-accreditation)  <i>Karen Petry</i>
09.00-09.40	Meeting with the management of the faculty where the program is integrated	
09.45-10.45	Meeting with the heads of the study programs (BA): <i>Florian Miftari</i> <i>Musa Selimi</i> <i>Bylbyl Sokoli</i> <i>Bahri Gjinovci</i>	Meeting with the heads of the study programs: <i>Shqipe Bajqinca</i> <i>Besnik Morina</i>
10.50-11.50	Meeting with the heads of the study programmes (MA): <i>Hasim Rushiti</i> <i>Malsor Gjonbalaj</i> <i>Afrim Koca</i>	Break
11.50-12.30	Lunch break	
12.30-13.10	Meeting with quality assurance representatives and administrative staff	
13.15-14.05	Meeting with teaching staff	
14.10-14.50	Meeting with students	
14.55-15.35	Meeting with graduates	

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15.40-16.20	Meeting with employers of graduates
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

### **A brief overview of the institution and program under evaluation**

The Faculty of Physical Education and Sport in Pristina started to operate in the academic year 1979/1980 as an institution mainly aiming to educate physical education teachers. After the Milosevic regime the university was reorganised in 2001 and offers new curricula based on the Bologna Declaration. The Faculty of Physical Culture and Sport started with a 3-year undergraduate Bachelor and two years graduate Master programme until 2008, which was then changed again into a 4-year Bachelor and 2-year Master programme. Due to transition and development impact, the Faculty has been changing the name several times since 2001. In 2008 the name of the faculty became “Faculty of Sport Sciences” aiming to extend its employability possibilities for its graduates. Despite these developments, the main employment for graduates remained and still is as physical education teachers in lower and upper secondary school levels. Taking this into account, the faculty, again considered the revision of its name, changing it to “Faculty of Physical Education and Sports”. Based on current law the Faculty of Physical Education and Sports represents the only public institution for higher education in Kosovo.

Since the beginning the faculty has offered several degrees in Physical Education (PE). Nowadays, it’s structured into a 4-year BA programme and a 2-year Master Programme. This 2-year study programme aims to provide the graduates the necessary skills and competences to become physical education teachers, sport trainers and community leaders in the promotion of healthy, active lifestyles with a sound practical and theoretical background of physical fitness and movement skills. The study programme has been accredited for three years by Kosovo Accreditation Agency (KAA) in 2016 and due to administrative issues at the Kosovo Accreditation Agency the accreditation was extended for one year, until 2020.

In addition, the faculty offers also since 2016 a 1-year vocational oriented Master in Sport Coaching, which will be described below and is subject of this re-accreditation report.

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## **Mission of the Study Programme**

The MA in Physical Education is designed to deliver various, competences and skills needed to work in the field of Physical Education and Sport Science. The full-time programme is divided into four semesters (120 ECTS), with each semester containing 30 ECTS, combining mandatory and elective courses. The students complete the degree when finishing all required examinations and having defended a thesis project.

The MA builds on the BA programme in Sport Science and Physical Education and prepares the student to become a physical education teacher, sport trainers or worker in the promotion of healthy, active lifestyles.

The programme mixes of practical and theoretical content and tries to cover a wide range of disciplines across natural and social sciences and humanities. The content of the program should provide graduates to promote health and wellness, while preparing them to be physical education teachers or worker in the fitness, wellness and coaching area.

The mission of the program is to "expand our teaching, learning and research activities (all 3 academic cycles; Bachelor, Master and PhD programmes according to guidelines of the European Higher Education Area) helping our students to acquire complex knowledge, competences and skills which increase their competitiveness on the regional and international job market (both in the area of Physical Education and other areas of Sport Science)" (see Self Evaluation).

## **Programme Structure**

During the 1<sup>st</sup> and 2<sup>nd</sup> semester the student has to attend the following classes:

Academic Writing (English), Research Methods in Physical Education and Sport, Exercise Testing and Prescription, Advanced Sport and Exercise Physiology, Advanced Course in Biomechanics, Teaching children and adolescent's physical education, sport



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and health concepts, Psychosocial Aspects in physical education and Sports, Advanced Course in Theory and methodology of Training (56 ECTS)

and can chose two of the following classes:

Legal Issues in Physical Education and Sports, Physical Education, Sport and Coaching Psychology, Applied body composition assessment, Teaching and Coaching Individual Sports, Teaching PE and Sport in Preschool and Elementary Level, Teaching and Coaching Ball Games (4 ECTS).

During the 3<sup>rd</sup> and 4<sup>th</sup> semester the student has to attend the following classes:

Social Issues in Sport and Physical Education, The Concept and Methodology in Planning and Programming Physical Education and Sport, Healthy Ageing and the Older Athlete, Health, Wellbeing and Recreation Administration, Nutrition for Sport, Health and Wellbeing (26 ECTS)

and can chose one of the following classes:

Strategies for Inclusion in Sport, Leadership and Management in Health, Physical Education and Sports (4 ECTS).

and need to complete a bachelor thesis (30 ECTS)





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## 2. PROGRAM EVALUATION

### 2.1. Mission, objectives and administration

As stated in the SER the mission of the program is to help students to acquire complex knowledge, competences and skills, which increase their competitiveness on the regional and international job market (both in the area of physical education and other areas of sport science), by expanding their skills in respect to teaching, learning and research activities. This aim was met based on the evaluation of the study program in respect to the Albanian speaking market but not in respect to the English-speaking market / international research activities.

The conducted interviews demonstrated that the evaluated program was developed using academic and professional advice from other European universities with similar study programmes. This cooperation resulted in learning outcomes that are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area and a well-defined didactic concept. However, the research concept of the faculty is not well defined. This is evident by the submitted SER and confirmed by the conducted interviews. No clear 5-year plan exists and the provided document regarding research activities (04-Annex-Work and Scientific Projects.docx) lags specific, well defined, aims / landmarks of the planned research topics.

During the interviews with program heads, professors and students, the expert team had the impression that a good level of compliance with internal regulations relating to ethical conduct in research, teaching and assessments in most of the relevant areas has been achieved. However, a major problem is the lack of any system for plagiarism detection (during the interviews it was stated that there is no software for plagiarism detection) within the facility.

Another limitation of the facility is the lack of a web page in English, which is relevant in respect to regulations of the programme. Information is currently only available in Albanian and hence the expert team could not evaluate this aspect. However, during the interview the department head stated that the webpage will be translated to English within the next 2 months.



Regarding conditions for staff members, it was reported that many of the young members had only short-term contracts and that contracts were renewed only for another short duration shortly before the termination. This will negatively impact the teaching of the students and the research to be conducted. Also, no continuing professional development (CPD) plan was in place for the staff members by the facility and only general education opportunities were available through the University (e.g., English classes).

<i>Standard</i>	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.	x	
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.	x	
Standard 1.3. The study program has a well-defined overarching didactic and research concept.		x
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.	x	
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.	x	
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.		x

**Compliance level:** Partly compliant

**ET recommendations:**

- A clear research activity plan is needed to be developed. Each department should state a clear research focus, questions that be tackled and what data will be used / captured to answer these questions. Clear milestones should be defined.



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- The faculty should develop a CPD plan for the young generation of teachers / researchers. Additionally, more stable contracts should be introduced in order to allow currently “short term” employees the start developing into professors with an international reputation
- Bi-annually reviews should be performed to be proactive in identifying problems in light of changing circumstances in relation to policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program.



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## 2.2. Quality management

A comprehensive re-assessment of the programme takes place at least once every five years in accordance with the Kosovo Accreditation Agency (KAA). Policies and procedures for carrying out this reassessment are published. Part of this re-accreditation is a Self-Evaluation Report (SER) as well as a site visit from a panel of international experts.

The SER of the Faculty of Physical Education and Sport contains a description of how quality management at the university works and which instruments should be implemented:

- Each faculty established a **Commission for Academic and Quality Development (CAQD)**. The commission is the main body for organizing and developing study programmes.
- In addition, each university unit has a **Coordinator for academic and quality development** which is responsible to monitor and report about the duties and responsibilities of the academic, administrative staff of the proficiency in teaching, lecturing and administering.

As described in the SER, the faculty undertake the following surveys for internal evaluation.

- Students' opinions on teaching per subject
- Questionnaires for the staff
- Questionnaires for the graduates
- Questionnaires for stakeholders (employers, professional associations).

These questionnaires address issues related to teaching materials, students' evaluations, methodology of teaching, such as interaction, mentoring, etc. Infrastructure includes classrooms, computer centre, laboratories, heating, IT support, equipment and other services). The relation of theory to practice, support for learning, such as library, additional courses and students' experiences with the administration, professors and services in general may also be addressed.

During the online visit, the question on how the results are used for the development of the quality of each of the areas was discussed. It would have been interesting also to gather

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insights into the overall results from all these different quality assurance instruments, but the SER does not say anything about it and there was no clear answer about the response rates during the online workshop either.

As mentioned, in addition to the course evaluation, the university has implemented further surveys. Again, the SER doesn't give any insights from the results, but it is assumed that the results are used in the context of internal quality management but are not published further. Accordingly, the transparency of these results is lacking. The only activity, which became clear during the online discussion, was the fact, that there is a kind of feedback loop between the teaching staff and the Management of the Faculty, but it seems that there is no discussion of the evaluation results with the students.

Looking into the previous evaluation results from the last accreditation, it became obvious that some corresponding adjustments to the study programmes have been made, including study content, workload and professional qualification.

<i>Standard</i>	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	<i>x</i>	
Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.		<i>x</i>
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.	<i>x</i>	
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.		<i>x</i>
Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.		<i>x</i>
Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.		<i>x</i>
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	<i>x</i>	



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

**Compliance level:** Partially compliant

**ET recommendations:**

- Publication of evaluation results from every survey. Summary of these results for the public. In particular, make clear what changes have been brought about by evaluation results.
- Discussion of the evaluation results with the students in every course.
- The faculty and the university should make efforts to develop and implement a quality management system which is (1) grounded in a widely accepted quality management framework and cycle, (2) ensures proactive involvement of all stakeholders and (3) will be implemented with plans for improvement.



### 2.3. Academic staff

It is evident from the online discussion as well as formal staff profiles submitted prior to the review, that academic staff at the Faculty of Physical Education and Sports is able to deliver level student learning experience through inclusive, relevant programmes and curricula while being professional and collaborative. This in turn fosters students' ability to advance their competences in order to develop individual careers in the field of sport, physical activity and education.

As outlined in the SER, the faculty has 20 full time and 15 part time members. The ratio between full time (FT) and part time (PT) staff for both study programmes (BA; MA) is 61.5% vs 38.5% in favour of full-time academic staff. The responsibilities of full-time staff seem to vary; and range from regular teaching, material design and student consultations to departmental events and meetings. Although it is assumed that teaching staff are encouraged to maintain their own portfolio of materials, it is vital that staff participate in regular peer-observations as well unannounced observations at least twice a year for sharing best academic practices.

Following the recommendations made by the panel from the previous programme evaluation, whereby the faculty was advised to strengthen their situation by hiring more staff on a full-time basis and by making use of the young generation of enthusiastic teachers/researchers and promote them to become professors with international reputation, it was mentioned, that there was a moral support and rescheduling of lectures while absence due to doctoral study obligations.

In the SER it was stated that the University will continue offering financial support for all academic staff who will participate with their own research in conferences and who will actively publish in international, national or regional journals.

<i>Standard</i>	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
Standard 3.1. Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form	<i>x</i>	



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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.		
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.	x	
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.	x	
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.	x	
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.	x	
Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.	x	
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.	x	
Standard 3.8. Academic staff evaluation is conducted regularly at least through self- evaluation, students, peer and superiors' evaluations, and occurs on a formal basis at least once each year. The results of the evaluation are made publicly available.		x
Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.		x
Standard 3.10. Teachers who retire at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	x	

**Compliance level:** Substantially Compliant

**ET recommendations:**





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- Continue evaluating and improving the standards of quality of teaching and learning by addressing staff KPIs (Key Performance Indicators).
- Make use of the young generation of enthusiastic teachers/researchers and promote them to become professors with international reputation. Provide full-time positions for these well qualified staff members.
- The Faculty of Physical Education and Sport should recognise that teaching observations should be carried out throughout the academic year on a multiple basis to obtain a full picture on staff performance.
- Actively involve academic staff in research activities but also consulting activities in terms of delivery planning and quality enhancement at the Faculty level.
- Nominate staff who can take lead on developing manuals / teaching resources for Blended Learning Models in the light of current challenges and transition to online learning.



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## 2.4 Educational process content

The study program is modelled on clear objectives and the developed schedule incorporates subject related as well as interdisciplinary aspects. This should lead to the development of the skills needed to design, develop or teach PE in a school setting, coach teams or work in an industry setting that requires an education in sport science.

The classes have a logical flow and support the development of a knowledge based in respect to physical education, teaching, exercise and physical activity outside the school setting and physical activity and health. Further, the practical sessions within the program will help the students to learn how to plan, organize, lead and lead physical activity and physical fitness courses, to promote health related physical activities and to manage and organize PE classes.

The syllabuses attached to the SER, clearly describes the objectives of the class, the basic thematic content, the learning outcomes, the assessment system, and a selection of bibliography. Teaching strategies across the classes include different types of learning that are appropriate for the program. Practice sessions are included in the study program and the intended learning outcomes are clearly specified in the syllabuses. The practice stages are allocated ETCS credits and the work of the students at the practical training organisations is monitored through activity reports. A limitation in respect to practice sessions is that additional training is available to top students of the class (recording of physical data from athletes of an external sporting body), while others were only given the opportunity to observe. This is understandable. However, no additional opportunities (additional tests on classmates) are given to other students, which will only increase the gap between best and other students.

While the submitted documents in the SER were in English, most classes are taught in Albanian, which presents a limitation for exchange programmes. Of the interviewed students, only one out of seven was not comfortable to speak English and most of the interviewed staff members could speak English sufficiently, while some could not communicate without a translator. However, the expert team did only meet a small selection of staff members and consequently cannot comment on the English level of the staff members. Based on the conducted interviews, the relationship between students and teachers was good and the

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students reported to be supplied with help whenever they needed it and information about career development.

No plagiarism software is used by the faculty and as such the standards of an actual student achievement / performance a written test might be misjudged.

<i>Standard</i>	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
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.	x	
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.	x	
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.	x	
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.	x	
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.	<i>n.a.</i>	
Standard 4.6. The student-teacher relationship is a partnership in which each	x	

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

**Compliance level:** Substantially compliant

**ET recommendations:**

- Additional practices should be established for students who have not been selected to perform assessments on professional athletes.
- Staff members should be encouraged to teach in English / take English classes.



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## 2.5 Students

The faculty has defined a clear and formal admission procedure in a form of an official call published once a year in September. This procedure consists of an entrance examination test whose results are evaluated by theoretical knowledge deriving from the programme. Additionally, all the students possess a high school diploma and most of them are coming from the programme at the faculty. The interest rate of students is relatively high compared to the enrolment quota. However, there are almost no foreign students enrolled with very few coming in from the exchange programs. Additionally, we noted a disbalance in gender among the enrolled students that could be improved and stimulated.

Study groups in the programs are small and seem to support effective and interactive exchange among study groups. Because of the small size of the faculty and study groups, we found in principle a good level of communication and support from academic staff concerning students.

All students receive feedback on their performance and are consulted regularly with the mentors as well as with the administrative staff. Additionally, students are consulted at the University level as well and have their representative that participates in the faculty council protecting student interest.

Students are monitored on several levels, including the dropouts, number of passive students and their employment following graduation. However, there is no official contact with the recent graduates and no official ALUMNI organization at the Faculty. This is an opportunity for the Faculty to maintain contact with graduates and track their progress after completing the programme. We also noted an increasing number of passive students in recent years.

Regarding the originality of student work, we could not find the effective procedures that are in place. In addition, plagiarism is not being checked at the faculty level for the students but only for researchers at the University level.

Student rights and obligations are made publicly available and are found within the statute of the University of Prishtina. Furthermore, students are involved in quality monitoring processes. Transfer from the other study programs is possible and regulated internally.



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<i>Standard</i>	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
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.	x	
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.	x	
Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.	x	
Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	x	
Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.	x	
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.	x	
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.	x	
Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.		x
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.	x	
Standard 5.10. The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.	x	
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.	x	

**Compliance level:** Substantially compliant

**ET recommendations:**



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- The university is strongly recommended to establish a system to check corresponding examination papers and theses for plagiarism and take appropriate measures.
- Start with the recent graduates of an ALUMNI organization at the Faculty. This is an opportunity for the Faculty to maintain contact with graduates and track their progress as well as build a network with employers.



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## 2.6 Research

In the SER the following is reported: “There has been already performed a study “Lifestyle, Fitness and Cardiovascular Disease Risk in Children and Adolescents”” or “... determine the current physical fitness profile of athletes from individual and team sports and compare the results with international norms in order to have a clearer overview about their physical fitness performance and the training methodology”. Unfortunately, no further detail on those projects was provided.

The department has stated in the comments regarding the first draft of your accreditation report that they have published 92 papers in the last 4 years (reported publications date back to 2017). However, after removing duplications in titles of the given list only 73 unique publications remained. Further, the list contained 1 book (likely to be self-published; book was included in the count) and approx. 32 conference submission (conference papers are included in the count). We explicitly ask for a clear distinction between papers and conference papers. However, even with combining paper and conference papers the faculty has published 72 papers since 2017 (see below), which would equate to 0.82 publications per person and year (assuming a 4-year period and only the 22 full time staff members).

The claim “strong research potential with proven records of high-quality research” or “there is a relatively good number of faculty members enrolled in research; active academic staff publication efforts” as stated in the SER can hence not be confirmed. There was no research plan provided, nor was there any evidence for any definition of research targets as promotion criteria. We did not receive any information that clarifies the policies established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.

Based on the provided material, there are no clear policies established for defining what is recognized as research, nor is many of the provided research consistent with international standards. Based in the conducted interviews some staff members publish their research in conferences. However, based on a google scholar search these conferences are located in Albanian speaking countries and the expert team is not sure about the peer-review in such a





small environment. To be noted positively, there is an involvement of students in these conferences and research projects in progress.

<i>Standard 2.x</i>	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
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.		x
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.		x
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.		x
Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.		x
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.		x
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.		x
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.		x
Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.	x	
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.	x	
Standard 6.10. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff	x	



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

**Compliance level:** Partially Compliant

**ET recommendations:**

- There should be a clearly defined research plan that defines clear outcomes and landmarks.
- Staff should be offered / forced to attend English classes to enable them to publish in proper peer-reviewed journals.
- Based on a read of the study: Ibrahim, G., & Miftari, F. (2019). Managerial Culture in Sports Organizations in Kosovo as a Factor in the Integration in International Sports Associations. *Journal of Education, Health and Sport*, 9(10), 46-72, staff members should be encouraged to take additional statistics classes as this paper used parametric statistics on non-parametric data, which should not have passed the review process.
- In order to become more efficient in publishing the departments within the faculty should perform more work in collaboration or even involve other faculties in the University (e.g., computer science could help processing force plate and other signals).



## 2.7 Infrastructure and resources

The Faculty of Physical Education and Sports has a total of 2214m<sup>2</sup> of premises, equipped with 4 lecturing rooms, 3 exercise rooms, 1 computer room and a small library within the Faculty. They also have access to 2 sports gyms, gymnastics and wrestling sports hall, fitness gym, swimming pool, ski terrains and outdoor activities, research laboratories, sports medicine centre and additional lecturing rooms at other Faculties. All of the academic staff, under regular employment, have their cabinet that in some cases is shared between 2 professors. Cabinets provide internet access and additional office infrastructure. Currently, to our knowledge, the infrastructure of the Faculty of Physical Education and Sports is not adapted to meet the needs of students with disabilities. Most of the Facilities provided are owned by the Faculty and a smaller portion is rented.

Research equipment and facilities could be improved to ensure even more students participating in those types of activities, necessary for the quality of the programme. We noted recent improvement in the equipment of the library and gave access to students to reach the online materials at the University level.

Faculty is supported directly by the University of Pristina at the central level. However, we did not find any financial plan that would demonstrate sustainability in the following years.

Taken together, we see lack of infrastructure as one of the greatest weaknesses of the Faculty. This lack of infrastructure poses a threat in the loss of student interest and incapability to further develop their programmes including PhD one.

<i>Standard</i>	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
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.		x
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.	x	



<p>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:</p> <ul style="list-style-type: none"> <li>a) owned or rented spaces adequate for the educational process.</li> <li>b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities.</li> <li>c) adequate software for the disciplines of study included in the curriculum, with utilisation licence.</li> <li>d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.</li> </ul>	<i>x</i>	
<p>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.</p>	<i>x</i>	
<p>Standard 7.5. The education institution's libraries must ensure, for each of the study programs:</p> <ul style="list-style-type: none"> <li>a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.</li> </ul>		<i>x</i>
<p>Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.</p>		<i>x</i>

**Compliance level:** Not compliant



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**ET recommendations:**

- Faculty needs to invest in teaching and research infrastructure
- Library seems not to fit the needs of Higher Education, this requires further investment
- Faculty needs to envisage the needs and access of disabled persons
- Research facilities should be improved to ensure higher participation of students in research



### 3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

The Panel would like to commend the programme development team for their proactive engagement with the Panel during the validation event. There was a very strong sense of teamwork and ownership exhibited by the programme development team. It is evident that a good level of care and attention has been given to the (re)design of the programmes for the upcoming cohorts of students. Having considered the documentation provided and discussed it with the programme development team, the Re- accreditation Panel recommends the following:

<b>Standard</b>	<b>Compliance Level</b>
Mission, objectives and administration	partially compliant
Quality management	partially compliant
Academic Staff	substantially compliant
Educational Process Content	substantially compliant
Students	substantially compliant
Research	partially compliant
Infrastructure and resources	not compliant
<b>Overall Compliance</b>	<b>partially compliant</b>

The overall compliance is assessed by the experts at the level of partially compliant. The following recommendations need to be considered in relation to programmes re-accreditation:

1. A number of grammatical, spelling and formatting errors have been recorded across all sections of original self-evaluation reports for all programmes; this often decreases the understanding and could raise further questions. It is important for the institution to



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verify that the SERs are complete and presented in a professional manner. Furthermore, the information provided has to be connected to the standards of the KAA guidelines and respective standards.

2. With regards to evaluation of staff performance, it is suggested that the following criteria are integrated into individual staff records and to develop individual KPIs:
  - Views of the external examiners for the course/ programme/ individual module.
  - Student performance data, career progression and feedback from alumni.
  - Participation in Department Learning and Teaching events and conferences.
  - Staff involvement with research initiatives.
3. A dedicated research activity plan should be developed. Each department should state a clear research focus, questions that be tackled and what data will be used / captured to answer these questions. Clear milestones should be defined. Furthermore, the faculty should develop a continuing professional development plan (CPD plan) for the young generation of teachers/ researchers. Additionally, more stable contracts should be introduced in order to allow currently “short term” employees to start developing into professors with an international reputation. Staff should be offered to attend English academic writing sessions to enable them to publish in proper peer-reviewed journals.
4. For achieving greater publicity about departmental research activities, it is recommended that a separate faculty home page with a research section, identifying priority research directions for each programme is created. The same is true also for other homepage sections, more detailed information on at least two languages (including English) is strongly recommended.
5. The university/Faculty needs to invest in a better teaching and research infrastructure. The Library does not fit the needs of Higher Education, this requires further investment. Same occurs for the research facilities, which should be improved to ensure higher participation of students in research.



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6. Due to the pandemic crisis, there is a strong need in further development of teaching practices through strengthening e-learning and online teaching. Both approaches should be integrated systematically in the teaching strategies. In order to reach an extensive deployment of online teaching methods, an extensive program of teacher training offering appropriate courses for teachers should be implemented, standards for e-learning and online-teaching should be defined and made parts of the course evaluation and of the self-assessment of teachers.
7. The improvements suggested above should be subjected to a rigorous quality management based on a proven quality management framework which is communicated to all stakeholders and which serves as a basis for participatory action involving all stakeholders.

In conclusion, the expert team considers that the Master Programme in Physical Education and Sports offered by University of Prishtina is **partially compliant** with the standards included in the KAA Accreditation Manual. **Therefore, the re-accreditation is denied.**





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### Expert Team

**Dr. Karen Petry**

1<sup>st</sup> of May 2021

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Signature

Karen Petry

Date

**Dr. Chris Richter**

1<sup>st</sup> of May 2021

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Signature

Chris Richter

Date

**Domagoj Vugić**

1<sup>st</sup> of May 2021

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Signature

Domagoj Vugić

Date

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#### 4. APPENDIX

##### Additional Information and/or documents requested by the experts

(7<sup>th</sup> of April) Final

Standard	Additional Information and/ or Documents
Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.	<p><i>Please provide to us the overall mission statement of the faculty.</i></p> <p>Our mission (academic aim) is to expand our teaching, learning and research activities (all 3 academic cycles; Bachelor, Master and PhD programmers according to guidelines of the European Higher Education Area) helping our students to acquire complex knowledge, competences and skills which increase their competitiveness on the regional and international job market (both in the area of Physical Education and other areas of Sport Science).</p> <p>We are committed to quality teaching and research, creativity, innovation, and excellence in everything we do and inspire critical thinking, personal growth, and a passion for learning, serving the social, cultural and economic needs of our community and our society.</p> <p>Programs are interdisciplinary and combine the fields of education and sciences.</p> <p>Faculty of Physical Education and Sports- is dedicated to providing a high quality education and career preparation with the idea of excellent teaching.</p> <p>Cultivate and promote physical education and sport science through the academic and applied teaching and research.</p> <p>Provide graduates with the necessary competences for their scientific and professional career.</p> <p>Contribute to the advancement of sports in Kosovo and disseminate the athletic spirit.</p> <p>Make citizens conscious of the importance of physical education as a fundamental factor for the improvement of the quality of life.</p>
Standard 1.3. The study	<p><i>Please provide us the didactic and research concept.</i></p>

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<p>program has a well-defined overarching didactic and research concept.</p>	<p>The concept of didactic and research of the faculty is to design and implement all the projects that we mention in the self-evolution report, that will be delivered to students in order to collect the data and finally defend their dissertations for Bachelor and Master Studies.</p> <p>In addition, the Institute for Research will do monitoring and approving the designed projects for quality assurance measures.</p> <p>The modern didactic and research concept in our faculty is characterized by a systematic approach to understanding the learning process, education, training, teaching, research and competency development. Its essence is the combination of pedagogical management with its own initiative and student independence by working closely with professors in the field.</p>
<p>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.</p>	<p><i>Please provide us with existing formal policies, guidelines and regulations and send us the LINK of the website (public available).</i></p> <p>In the UP "Hasan Prishtina" - There are official policies, instructions and regulations related to recurring procedural or academic issues. These, of course, are made public to all staff and students. And can be found on the website of UP- "Hasan Prishtina" Please find the LINK of the website of UP- "Hasan Prishtina" for all guidelines and regulations dealing with recurring procedural or academic issues.</p> <p><a href="https://dokumente.uni-pr.edu/">https://dokumente.uni-pr.edu/</a> (All publicly available documents)</p>
<p>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.</p>	<p><i>Please provide us the internal regulations related to ethical conduct in research, teaching, assessment in all academic and administrative activities.</i></p> <p>The Faculty of Physical Education and Sports within the University of Prishtina "Hasan Prishtina" during its activity takes into account all the instructions and regulations on higher education and acts in full compliance with applicable law.</p> <p><a href="https://dokumente.uni-pr.edu/Dokumentet/ShkarkoRregulloren?dok=Rregulloret%5C18c680a7-7854-41fe-8533-3524dc70087a21.3.2021.pdf&amp;rriId=51">https://dokumente.uni-pr.edu/Dokumentet/ShkarkoRregulloren?dok=Rregulloret%5C18c680a7-7854-41fe-8533-3524dc70087a21.3.2021.pdf&amp;rriId=51</a></p>



<p>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.</p>	<p><i>Please provide us with information, how the review is organized every two years as well as the most recent review.</i></p> <p>In the Faculty of Physical Education and Sports - All policies, regulations, terms of reference and statements of responsibility regarding the management and distribution of the program are reviewed annually (at the beginning of the academic year) and within the competencies we have, may be changed and modified in accordance with contemporary developments.</p> <p>At the beginning of each academic year are analyzed by:</p> <ul style="list-style-type: none"> <li>* Faculty management</li> <li>* Commission for studies</li> <li>* Faculty Council</li> <li>* Things that are not under the competencies of our Faculty we address to other bodies such as: Rectorate of UP "Hasan Prishtina ", Ministry of Education, Science and Technology.</li> </ul>
<p>Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.</p>	<p><i>Please send us the LINK of the website (public available).</i></p> <p>Not available publicly only for internal use of the faculty The collected data are not published they are communicated to the staff.</p>
<p>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.</p>	<p><i>Please describe how the internal evaluation results are taken into account for the further development of the study programmes (BA/MA PE and MA Coaching).</i></p> <p>Quality has become an increasingly important and critical success factor at higher education institutions, particularly universities. Numerous discussions have been held about education quality in the context of sustainable development. However, the quality of that education strongly depends on the overall quality of the management system which operates at the faculty.</p> <p>Within our faculty there is a commission for studies. This commission has paid special attention to raising the quality, evaluation and results of programs. Based on the results of the internal faculty questionnaires, meetings with representatives of BA / MA student groups,</p>



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	<p>internal and external academic staff.</p> <p>The Commission for Studies continuously monitors the progress of the teaching process and makes decisions in accordance with the requirements arising from the above mentioned results. (questionnaires and meetings related to the program).</p> <p>Also, this commission constantly proposes innovative ideas and makes them comparable with programs of other countries that can be useful for our students.</p> <p>Also this commission is working on drafting new programs in Bachelor, Master and PhD depending on the needs of the market in our country. The study committee consists of a total of 9 members, of which 6 are professors, 1 is the quality coordinator and 2 are representatives of BA&amp;MA level students.</p>
<p>Standard 3.8. Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occurs on a formal basis at least once each year. The results of the evaluation are made publicly available.</p>	<p><i>Please send us the LINK of the website (public available).</i></p> <p><a href="https://dokumente.uni-pr.edu/Dokumentet/ShkarkoRregulloren?dok=Rregulloret%5Cf0f961af-db80-4064-9a23-f9bf36be8b0521.3.2021.pdf&amp;rriid=44">https://dokumente.uni-pr.edu/Dokumentet/ShkarkoRregulloren?dok=Rregulloret%5Cf0f961af-db80-4064-9a23-f9bf36be8b0521.3.2021.pdf&amp;rriid=44</a></p> <p>It is not publicly available – it is available through the internal system called sems in the University of Prishtina.</p>
<p>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</p>	<p><i>Please explain the mechanisms to verify standards of student achievement.</i></p> <p>For determining the academic success of these methods will be applied:</p> <ul style="list-style-type: none"> <li>• Exam</li> <li>• Coloquium</li> <li>• Seminar paper</li> <li>• Professional practice</li> <li>• The practical test during exercises</li> <li>• Interpretation and presentation of artistic and other works</li> </ul> <p>All academic units of the University shall apply these grades to describe the level of success in examinations:</p> <ul style="list-style-type: none"> <li>• 10 and 9 (excellent)</li> <li>• 8 (very good)</li> <li>• 7 (Good)</li> </ul>



regarded institutions.	<ul style="list-style-type: none"><li>• 6 (adequate)</li><li>• 5 (unsatisfactory)</li><li>• candidate successfully passes the exam with grades 6 – 10</li><li>• The Senate shall issue regulations on the criteria detailed assessment</li></ul>
Standard 4.10. Policies and procedures include actions to be taken into dealing with situations where standards of student achievement are inadequate or inconsistently assessed.	<p><i>Please provide us with existing policies and procedures.</i></p> <ul style="list-style-type: none"><li>• The student has the right to retake an examination which has not passed.</li><li>• As a rule, the student has the right to enter a maximum of three times in the examination which has not passed.</li><li>• Student after appeal, with a strong justification, it may be allowed by the Dean of the academic unit to take the exam for the fourth time. The exam can then be held by a commission of three members who are appointed by the Dean of the academic unit.</li><li>• In case of re-enrollment same year, does not count the number of exams failed former student.</li><li>• If the student fails again 4 times during the repeat examination, he loses the status of a regular student for this type of study.</li></ul> <p>New student can invite student status if presented in a new program of studies. New decision on acquiring the status of the student sets exams and other obligations of the recognized student and the student in the new study program.</p>
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.	<p><i>Please provide us with information!</i></p> <p>Involvement of teaching staff in research and scientific activities is clearly specified, and performance in relation to these expectations is considered in the evaluation of staff and promotion criteria based on the regulation of UP "Hasan Prishtina".</p> <p>Regulation on selection procedures regarding the appointment, reappointment and promotion of academic staff at the University of Prishtina "Hasan Prishtina " Published on: 16.2.2021 Act number: 191 <a href="https://dokumente.uni-pr.edu/?Institucionild=3">https://dokumente.uni-pr.edu/?Institucionild=3</a></p> <p>In addition, each of the academic staff is engaged in various research together with students in various fields of study during the academic year.</p>



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<p>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.</p>	<p><i>Please provide us with respective policies!</i></p> <p>The criteria for determining what is known as research in accordance with international standards are clearly specified by special regulations from UP "Hasan Prishtina" and we as the Faculty of Physical Education and Sports implement these regulations.</p> <p>Regulation on selection procedures regarding the appointment, reappointment and promotion of academic staff at the University of Prishtina "Hasan Prishtina" Published on: 16.2.2021 Act number: 191 <a href="https://dokumente.uni-pr.edu/?Institucionild=3">https://dokumente.uni-pr.edu/?Institucionild=3</a></p>
<p>Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.</p>	<p><i>Please provide us with information!</i></p> <p>The academic staff of the Faculty of Physical Education and Sports proves adequate qualifications for their academic and research activity and also their scientific research is oriented by the field in which they are competent and in accordance with the subjects and their academic and scientific qualifications in with the relevant regulations of UP "Hasan Prishtina".</p>
<p>Standard 6.5. The academic and research staff publish their work in specialty 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.</p>	<p><i>Please provide us with a list of research published which is CLEARLY separated into peer-reviewed conferences and peer-reviewed papers.</i></p> <p><i>Do count conferences proceedings pieces that have been published within special issues of a journal (that are identical with the proceedings) as conference paper.</i></p> <p>The staff of the Faculty of Physical Education and Sports presents and publishes research and scientific work in prestigious international journals and scientific conferences.</p> <p>Below you will find some of the research published by FEFS staff.</p> <p>Dr.Ass. Besnik Morina Fitness Level Differences between Students in Kosovo and Montenegro Education Sciences (ISSN 2227-7102) is an international peer-reviewed open access journal published monthly online by MDPI. <a href="https://www.mdpi.com/search?authors=florian+miftari&amp;journal=educatio">https://www.mdpi.com/search?authors=florian+miftari&amp;journal=educatio</a> <a href="#">n</a></p>



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	<p>Prof. Ass.Dr. Malsor Gjonbalaj Differences in anthropometric characteristics, somatotype components and functional abilities among young elite kosovo soccer players based on the team position. INTERNATIONAL JOURNAL OF MORPHOLOGY INT J MORPHOL 36(1), 41- 47, 2018. <a href="https://scielo.conicyt.cl/pdf/ijmorphol/v36n1/0717-9502-ijmorphol-36-01-00041.pdf">https://scielo.conicyt.cl/pdf/ijmorphol/v36n1/0717-9502-ijmorphol-36-01-00041.pdf</a></p> <p>Dr. Ass. Besim Halilaj Gymnastics Skill Level and Fitness in Students Selected for Physical Education Programs Croatian Journal Of Education 2018 <a href="https://cje2.ufzg.hr/ojs/index.php/CJOE/article/view/2985">https://cje2.ufzg.hr/ojs/index.php/CJOE/article/view/2985</a></p> <p>Mr.Sc. Ilir Gllareva PhD Candidate Anthropometric and Motor Competence Classifiers of Swimming Ability in Preschool Children—A Pilot Study International Journal of Environmental Research and Public Health 2020, 17, 6331.<a href="https://www.mdpi.com/journal/ijerph">https://www.mdpi.com/journal/ijerph</a></p> <p>Prof. Ass.Dr. Bahri Gjinovci Plyometric Training Improves Sprinting, Jumping and Throwing Capacities of High Level Female Volleyball Players Better Than Skill-Based Conditioning ©Journal of Sports Science and Medicine (2017) 16, 527-535 <a href="https://www.jssm.org/researchjssm-16-527.xml.xml#">https://www.jssm.org/researchjssm-16-527.xml.xml#</a></p>
<p>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</p>	<p>Please provide us with information!</p> <p>The Faculty of Physical Education and Sports is constantly based on the long-term implementation of study programs and quality assurance, trying to invest in general capacity building. We are trying to increase the space for action such as outdoor sports fields, we have invested in measuring and testing tools within the research laboratory, we are constantly in support of human capacity building with training for teaching and student evaluation. The faculty also prioritizes the organization of the Scientific Conference by giving opportunities and space to staff and students to</p>

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<p>that qualitative aspects are also taken into account.</p>	<p>present their scientific papers. Faculty staff, respectively employment assistants are completing their dissertations according to the dynamics, while we are writing this report, Gentiana Beqa Assistant Rhythmic Gymnastics successfully defended her doctoral dissertation at UCG.</p>
<p>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.</p>	<p><i>Please provide us with the financial plan for the next three years!</i></p> <p>There is a financial plan at the study program level that would demonstrate the sustainability of the study program for a minimum of the next three years. Since the plan has not been published, we will attach it as a separate document.</p>
<p>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:</p> <ul style="list-style-type: none"> <li>a) owned or rented spaces adequate for the educational process;</li> <li>b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities;</li> <li>c) adequate software for the disciplines of study included in the</li> </ul>	<p><i>Please provide us adequate documents.</i></p> <p>The University of Prishtina is a Public Institution of Higher Education, with Fiscal Number Certificate 600335485</p>  <p>FEFS, is an Academic unit of the public University built on the UP Campus, in public property.</p> <p>Evaluation programs, FEFS owns, for long term:</p> <ul style="list-style-type: none"> <li>a) the premises are publicly owned and suitable for the educational process;</li> <li>b) laboratories are owned by FEFS, with equipment suitable for all mandatory disciplines within the curriculum, wherever the analytical program includes such activities;</li> <li>c) adequate software for the study disciplines included in the FEFS curriculum</li> </ul> <p>Electronic Student Management System - SEMS, is an electronic platform based on uebhttps://uni-pr.edu/ &amp; https://fshs.uni-pr.edu/, which is centralized at the level of the University of Prishtina</p> <ul style="list-style-type: none"> <li>d) in addition to the faculty library equipped with a reading room, there is also the National University Library within the University Campus with all</li> </ul>



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<p>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.</p>	<p>services with working rooms in groups of all levels of study Bch + MA + PhD. With its equipment and and book stocks according to the disciplines included in the curriculum. National Library and Universities: <a href="http://www.biblioteka-ks.org/">http://www.biblioteka-ks.org/</a>  Digitized alphabetical catalog: <a href="http://www.biblioteka-ks.org/bibliotekadigjitale/KataloguAlfabetikOnline.html">http://www.biblioteka-ks.org/bibliotekadigjitale/KataloguAlfabetikOnline.html</a></p>
<p>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.</p>	<p>Please provide us with information!  The number of seats in lecture halls, seminar halls and laboratories is in proportion to the size of the study groups for specialized disciplines provided in the curriculum. The laboratory is equipped with IT equipment - where it is possible to present lectures and various presentations with projectors and other accompanying equipment such as cameras, microphones, etc. All academic staff have access to online lectures using the Google Meet platform.</p>
<p>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</p>	<p>Please provide us with information!  a) Our Faculty has the library of our unit which is in use and has access to the joint University Library, which is used by our students. National and University Library of the Higher Education Institution built on the Campus Spaces of the University of Prishtina and very close to FEFS, provide sufficient services for each study program. b) FPES currently is located in a premise with a total of 2214 m2, and is equipped with 4 lecturing rooms, 3 exercise rooms, 1 computer room, library premise within the faculty and 14 cabinets for Professors and other accompanying facilities. Each professor under a regular employment has a cabinet, and in some cases two professors use one cabinet. Cabinets are equipped with at least one computer connected to internet and they have a printer. Full-time professors and assistants have a shared working cabinet for the conduction</p>



<p>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.</p>	<p>of their work.</p> <p>In use we have:</p> <ul style="list-style-type: none"> <li>• 2 Sports gyms</li> <li>• Gymnastics and Wrestling Sports Hall</li> <li>• Computers room equipped with 10 computers since the beginning of the school year 2004.</li> <li>• Fitness gym</li> <li>• Private pool for practical work for swimming &amp; pool safety subjects.</li> </ul> <p>and another sports hall (1 Tetori) which is available for our department.</p> <ul style="list-style-type: none"> <li>• Ski terrains and outdoor activities, etc.</li> <li>• Laboratory for research and teaching purposes</li> <li>• Sports medicine centre – National Institute for Sports Medicine</li> <li>• 4 lecturing rooms in our department and 2 lecturing rooms at the Faculty of Philosophy</li> </ul> <p>c) The Library Within the Faculty was equipped with over 200 titles of books by international authors in the respective fields, published in the last 10 years and now a number of books from the library of Albanian authors.</p> <p>d) A sufficient number of books are provided inside the library.</p> <p>e) In the framework of the University of Prishtina we provide subscriptions access to the platform and scientific research.</p>
<p>Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.</p>	<p>Please provide us with information!</p> <p>The programs that are offered by the Institution, the selection of candidates for the study are done through the entrance exams, otherwise they must meet the psychophysical criteria. These programs are specific to the cause and which require candidates with normal abilities and affinity from the specific spatial range.</p> <p>There are no students with special needs in our faculty</p>