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FACULTY OF EDUCATION
UNIVERSITY OF PRISHTINA “HASAN PRISHTINA”

PROGRAM
GENERAL PEDAGOGY (BA)

RE-ACCREDITATION

REPORT OF THE EXPERT TEAM

19 April 2021



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1. INTRODUCTION

1.1. Context

Date of site visit: 26th March 2021, ZOOM conference meeting

Expert Team (ET) members:

- *Prof. dr. Josip Burušić*
- *Ms. Delia Gologan*

Coordinators from Kosovo Accreditation Agency (KAA):

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

Sources of information for the Report:

- *Self-evaluation report and annexes*
- *Discussions during the online site-visit*
- *Video presenting the faculty premises*
- *KAA Accreditation Manual 11.07.2018*
- *Additional requested and received documents after the site-visit*

Requested and received documents after the site-visit:

- *Programme of the Center for Excellence in Teaching (CET) for 2018, 2019, 2020., 2021. (including descriptions of the seminars and trainings offered to teachers)*
- *List of teachers from General pedagogy (BA) program who participated in activities of Center for Excellence in Teaching (CET) for 2018, 2019, 2020., 2021.*
- *Information about professor/academics from General Pedagogy (BA) program related to a) in-class teaching hours per week in General Pedagogy (BA) program; b) in-class teaching hours per week in General Pedagogy (MA) program; c) in-class teaching hours per week in MA VET Pedagogy program; d) in-class teaching hours per week in*

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other programmes (Bsc & Msc) at Faculty of education; e) in-class teaching hours per week in other programmes – at University of Prishtina (outside of Faculty of education).

- *Information about professor/academics from General Pedagogy (BA) program related to a) current engagement in research projects (number of research projects), b) number of WoS and Scopus publication published in last 4 year.*
- *Statistics about the enrolled students in General Pedagogy (Bsc) program (e.g. average age, share of elder students etc., part-time, full time, employed/not employed?).*
- *Information and more details about the library (e.g. no. of seats, no. of computer, schedule).*

Criteria used for program evaluation:

- *Standards and performance indicators for external evaluation according to the KAA Accreditation Manual (July 2018)*
- *ESG;*



1.2. Site visit schedule

26th March 2021

- 09:00 – 09:40** Meeting with the management of the faculty where the programme is integrated (*no slide presentation is allowed, the meeting is intended as a free discussion*)
– joint session
- 09:45 – 10:25** Meeting with quality assurance representatives and administrative staff
– joint session
- 10:30 – 11:10** Lunch break
- 11:00 – 12:10** Meeting with the heads of the study programme 1. General Pedagogy, BA
- 12:15 – 13:15** Meeting with the heads of the study programme 2. Master of Vocational Education Pedagogy, MA
- 13:20 – 14:00** Meeting with teaching staff
- 14:05 – 14:45** Meeting with students
- 14:50 – 15:30** Meeting with graduates
- 15:35 – 16:15** Meeting with employers of graduates and external stakeholders
- 16:15 – 16:25** Internal meeting of KAA staff and experts
- 16:25 – 16:35** Closing meeting with the management of the faculty and program



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

The Expert team (ET) found out from the Self-evaluation Report (SER) the following information, description and statements about the Faculty of education, academic institution that offers the BA General Pedagogy, study program which is under evaluation:

- *Faculty of education is part of teacher education system in Kosovo, system which started in 1958 when the Higher Pedagogical School (HPS) was established in Prishtina. Later on, the higher education institutions in Prizren, Gjakova and Gjilan were added to this institution, which had been part of the University of Prishtina since 1980. Higher pedagogical schools offered two-year study programs aimed at preparing teachers for the primary (grades 1-4) and middle (grades 5-8) education levels, in which the subject education programs were focused on one or two disciplines.*
- *In 1997/98 the Faculty of Teaching started its work, offering a 4-year curriculum for subject teachers*
- *The Faculty was functionalized in the 2002/03 academic year as a result of the collaboration of MEST, University of Prishtina and the Kosovo Teacher Training Project (KEDP) funded by the Canadian International Development Agency (CIDA);*
- *Initially, only preschool and primary teacher education programs (grades 1-5) were developed. However, since the academic year 2003/2004, teacher education programs for lower secondary school subject-teachers in grades 6–9 were developed;*
- *In the 2010/11 school year, within the framework of the European Commission-funded Project Tempus, the Faculty enrolled its first students in the first two master programs: “Teaching and Curriculum” and “Educational Leadership”*
- *By 2010, the Faculty of Education operated in four centers: Prishtina, Prizren, Gjilan and Gjakova. Eventually, these centers continued their activity within the newly developed Universities in those cities.*
- *During the academic year 2015/2016, a doctoral program was also accredited in cooperation with University of Ljubljana and University of Tirana, as partner universities. (SER, p.4)*
- *In 2007 teacher education for subject teachers was transformed into a new format with 3-year academic studies in other academic units and 2 years master studies with pedagogical content at the Faculty of Education (SER, p.3)*
- *In September 2010, the Kosovo Accreditation Agency (KAA) accredited four programs of the Faculty of Education for a three-year period: Preschool and Primary Program (in all three centers), as well as two newly launched master programs. However, all*



other programs providing teacher education for lower secondary - subject teachers were accredited for a period of one year, and only in Prishtina. Until the academic year 2012/2013 these programs continued to operate with a limited number of enrollments by MEST, and eventually ceased operation.

- *In November 2014, Kosovo Accreditation Agency accredited 60 ECTS Master Programs, which started with the admission of new students in the academic year 2015/16 and which aimed at preparing subject teachers who had completed four-year bachelor studies. However, these programs were transitional programs until 120 ECTS subject teaching MA Programs were drafted and accredited, in accordance with the decision of the Minister (see above).*
- *In September 2016 Kosovo Accreditation Agency accredited: Master of Subject Teaching, MA, 120 ECTS (with specializations: Mathematics; Physics; Biology; Chemistry; History; Geography, Technology and ICT), Master of Pedagogy for Vocational Schools, MA, 120 ECTS; and Master of Inclusive Education, MA, 60 ECTS. In the meantime, preparations began to phase-out the 60 ECTS MA programs.*
- *Today the Faculty of Education offers three programs at the Bachelor level (Preschool, Primary, and General Pedagogy Program); 7 Master programs (Pedagogy, Teaching and Curriculum, Leadership in Education, Inclusive Education, Subject Teaching, Albanian Language and Literature Teaching and Pedagogy for Vocational Schools) and the Doctoral program in Education Sciences.*



2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

The ET found out from the SER relevant information and description how:

- *‘The mission of the Faculty of Education (FEdu) is to: Provide quality programs for the continuous preparation and training of educators, teachers and other specialists in the field of education, development of scientific-research activity, as well as networking in the community, to advance the education system in Kosovo’ (SER, p.4)*
- *‘The mission of the Faculty of Education is reviewed regularly every 3-4 years (...) in cooperation with all local and international partners and stakeholders’; (SER p.4)*
- *‘The mission of the program is to provide a qualitative program for the continuous preparation and training of teachers and other specialists in the field of education to advance the education system in Kosovo.’ (SER, p.17)* but other clarifications are offered at page 16: *‘The purpose of the General Pedagogy program is to prepare candidates who will be able to analyze, evaluate, and critically reflect on current pedagogical problems and who will qualitatively apply contemporary theories and practices as professional collaborators in pedagogical, social and cultural institutions. The Bachelor of Pedagogy study aims at basic pedagogical education with a focus on subjects that deal with theoretical and practical aspects in the pedagogical, social and cultural spheres.’ (SER, p.16)*

These information indicates how the mission of the study programme is substantially compliant with the overall mission of the Faculty, but a focus on research is reduced or to some degree missed at the program level.

Relevant academic and professional advice was considered when defining the intended learning outcomes of the evaluated program, as: *‘The program is designed in line with other similar international programs’ [SER, p.17].* The international comparability is shown in the table presented in SER, p.17. The ET wants to draw attention to the fact that the program marked was compared with a somehow similar programs (e.g. program which is offered at University of Ljubljana), in addition to focus on the study of pedagogy, has another important focus, namely, focus on andragogy, as well. The comprehensive information about what is the name of faculty where program is offered should be considered.



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Program development, as stated in SER, include broader activities and involvement of various stakeholders. As stated, *‘Prior to the design of the program, the Office of Academic Development contacted relevant stakeholders to obtain their opinions on the purpose and expected results of the program, and this feedback was considered when designing the program’* (SER, p.17). As discussed during site visit ET indicate and emphasizes importance of program orientation for facing and challenging needs of educational system. Provided information and existing objectives which are incorporated in future Faculty developmental plan, as a constitutive part of dean’s program in that sense are encouraging.

As is stated in SER, the program is consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The Faculty has harmonized own study programmes with Bologna regulations. ET missed information needed for full consideration of the consistency of the program with the National Qualifications Framework. We were not provided with many evidence-based information, or such an information are not provided in the SER. In particular, ET missed an information if qualification standards for such qualification is formally regulated (BA General Pedagogist/Pedagogist), and information if there exist national occupational standards for such a profession as pedagogist is. As those set of activities is nationally regulated, and in fact is quite out of scope of Faculty authority, ET concluded that all existing information indicate how this aspect is accomplished at possible and satisfactory level. ET challenged that question only in the context of possible employability of BA qualification, as SER provided to some degree vague information.

The study program has generally well-defined overarching didactic concept. ET found how research component and research related aspired competencies as outcome are less present. There is a mention about *‘Research is an integral part of the program’* [SER, p.35] but not in connection with the mission of the programme. *‘Starting from the first year students engage in literature review as well as preparation of seminar papers on theoretical subjects. They are also obliged to prepare research projects related to professional practice and related subject matter. Projects are presented during classes and peer assessment is done among students.’* [SER, p.35]

The study program follows the formal policies, guidelines and regulations of the university. They are dealing with recurring procedural or academic issues. For example, the SER mentions procedures for reviewing and approving new programmes, while the Statute of the University of Hassan Prishtina regulates the teaching and exam process. Many of them are available on the university website: <https://dokumente.uni-pr.edu/>, but the Faculty management should

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ensure that they are known and followed by the academic community. As now, it is not clear who and how does check if these regulations are fulfilled. There are a few exceptions – e.g. there is an Ethics Committee checking if the Code of Ethics is followed and attendance is monitored closely by both the faculty and the university management.

Policies and regulations are reviewed periodically and there was a mention about the reviewing of the mission of the faculty every 2-3 years, along with the strategy: *`FEdu follows a regular process of drafting and reviewing strategic plans, and study programs`* (SER, p.20).

Compliance level: Substantially compliant

ET recommendations:

- 1. The program mission should clearly define the research objective and parts of the program.*
- 2. The program developmental objectives should include educational activities out-of school and to integrate to higher degree life-long learning needs and objective, especially those activities organized in out-of school settings intended for adult education.*
- 3. The program developmental objectives should include stronger highlight on a harmonization of the program structure and contents with challenging needs of educational system*
- 4. Organize information campaigns for teachers and students to become familiar with the internal policies and regulations, especially when they are changed;*
- 5. Consider new ways in which QA procedures can help check if policies and regulations are followed by the academic community.*
- 6. Given the recent experience of the teaching staff, a particular priority should be to integrate e-learning and online teaching and learning at all levels of the teaching concept and the entire curriculum in a differentiated way.*



2.2. Quality management

All staff participate in self-evaluations and students declared that they were satisfied with the activity of their teachers. However, it is not clear whether the academic staff are also evaluated by their superiors or peers for their activity besides. In the program level documents and QA procedures these aspects (regarding peer review and supervisors review) should be described.

Commitment of the management of UP and the Faculty of Education towards QA is observable within the SER and was reaffirmed during the online site-visit – e.g. „*The Faculty of Education UP in cooperation with local and international partners* [in cooperation with the University of Ljubljana (Slovenia), University of Tallinn (Estonia), LUMSA University of Rome (Italy), University of Gjilan, University of Gjakova and University of Mitrovica], *is implementing the EU-funded project [ERASMUS+] " Towards a quality-oriented system of initial teacher education to increase teacher professionalism in Kosovo- QATEK."*[SER, p.22]

The QA system described in the SER is complex and includes numerous evaluation processes that are integrated into normal planning processes. However, the online site-visit discussion mostly mentioned the evaluations of the teachers done by the students.

Regarding this aspect the SER mentions: „ *The quality assurance mechanism at the Faculty of Education functions within the broader quality assurance mechanism at the University level*”[SER, p.20]

‘The University of Prishtina evaluates all courses and teachers at the end of each semester through the SEMS electronic system through anonymous questionnaires and this is coordinated by the deans of the faculties (or vice-deans for teaching) in cooperation with the heads of departments, initiated by the vice-rector for quality development` [SER, p.23]

Quality assurance processes deal with all sorts of aspects of the program planning and delivery. The SER mentions: *‘University of Prishtina aims to provide conditions for improvement of all services offered according to the best European standards in teaching, learning and quality of development and scientific research.’* [SER, p.20]

‘ Based on the regulations in question [the Regulation of Basic Studies], the organization of the departments of the Faculty of Education is regulated, the duration of studies, the organization of teaching, the preparation of syllabuses, the rights and obligations of students, student assessment, diploma work, and other matters related to the code of ethics of the University of Prishtina (<http://www.uni-pr.edu/getattachment/Kerkime->



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Shkencore/Rregulloret/Rregulloret-e-Senatit/Kodi-i-Etikës-i-stafit-akademik-te-Universitetit-te-Prishtines-Hasan-Prishtina-(1).pdf.aspx). Based on these regulations, the office of the Dean of the Faculty of Education monitors the quality of the provision of the program. [SER,p.20]

Data are collected on student performance such as: percentage of passing exams, organization of colloquia, duration of studies, etc. General data is openly discussed at the meetings of the departments and the Faculty Council, while individual data is submitted to each teacher for personal reflection and course improvement and performance. [SER, p.23]

The current procedures don't seem to evaluate all the services provided by the faculty yet, nor the administrative staff. The SER does not mention about how the research activity is evaluated, but the discussions with the academic staff indicated they all knew what their responsibilities in terms of research activity are. Research results are considered for promotions, and there should be stronger focus on using research evaluation outcomes to program developmental purpose.

As already mentioned, the QA system put in place is complex and quite demanding for both those evaluated and those who evaluate. Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it. As it is indicated by the SER, the evaluations consider inputs, processes and outputs: *At the end of each month and each semester, the office of the Vice-dean for Teaching monitors the frequency and quality of the delivery of courses and the organization of the exams. The statistics of exams are also collected and analyzed.* [SER, p.20]

Other standards are also mentioned – e.g. the standard for mentoring master thesis, internship manuals, standards for the selection and promotion of academic staff. Etc.

According to the SER, the current internal QA procedures evaluate inputs, processes and outputs (e.g. thesis), but they don't seem to look into whether the pre-set learning outcomes are met.

All these procedures check whether the standards of the university are met and are intended to contribute to the constant improvement of the programs offered: *In the interest of increasing the quality, the Faculty of Education has set the standards of research work at the master level in the Handbook of Master Themes, a document which serves as a guide for staff and students during the process of completing the master thesis* [SER, p.20]



The objectives of the QA system is indicated in the SER: *Key objectives set out by UP include: Improving the quality of teaching and learning. Strengthening UP's relations with the labor market and society. Advancement of scientific-research activities. Involvement of students in quality assurance` [SER, p.20].*

In order to reach this desired objective, data is being collected from students, graduates and employers: *FEdu teachers, at the end of each semester, apply course evaluation and evaluation of teaching methods through student questionnaires. The data is used to advance eventual gaps identified.` [SER, p.23] Moreover, ` the UP Senate has approved three types of quality assessment instruments: questionnaires for academic staff, questionnaires for administrative staff and questionnaires for students` [SER, p.23]*

Even though the current QA system is already quite complex *Currently within the QATEK project (see above) assessment instruments are being developed, including instruments for graduate students, schools, administration, programs as well as instruments for assessing institutional culture, research and student practice. These instruments are expected to be implemented in March 2021.` [SER, p.23]*

In the SER there are several mentions about the way the results of internal evaluations are used to improve the programme (including in the cited parts copied for the other standards in this section). Moreover, the SER mentions in p.24: *External evaluation reports are also used to improve teaching practices based on the recommendations of external (international) experts`.*

However, the results of these evaluations are rarely made publicly available. The ET considers that it would be useful for the motivation of the entire academic community to join these efforts. When publishing the results of the evaluation, the faculty should also publish an action plan to improve the current situation.

The QA system was recently reviewed and improved. Other policies and regulations are constantly reviewed: *Systematic review of programs is done every three years`.[SER, p.23], p.24 describes the procedure for revising the study programs. The ET feels that both the faculty management and the QA responsables should use the opportunity of the next reviews of the QA system to keep the parts that bring added value and to make easier or give up the instruments that are not directly contributing to the improvement of the quality of the programs. QA should not be a burden, but rather the pathway to constant improvement.*

Compliance level: Substantially compliant



ET recommendations:

1. *Publish the general report on the QA of the program along with a plan of measures that the faculty intends to implement to improve the current situation.*
2. *Ensure that the all evaluations data and indices are used to improve the program and not just a formality. They are complex and numerous and thus they entails a great effort from the part of the academic community.*
3. *Consider also evaluating the administrative services, the quality of the practical stages, the student records and the proportion of learning outcomes that are met by the students.*
4. *Periodically evaluate the relevance of the QA instruments in the endeavour to constantly improve the programs.*
5. *Allocate some funds for QA – e.g. to hire dedicated administrative staff in the QA office, to spend on QA related training for those involved in QA etc.*
6. *Consider evaluation of the activity of teachers by their superiors – e.g. heads of departments or dean, as well as peers – e.g. other teachers in the same department. Discuss results of the evaluations both individually with each teacher and in the department (protecting eventual personal data from the evaluation results), and integrate data and indices in individual professional developmental plan for each member of academic staff.*
7. *Evaluations for part-time teachers should be adapted to their responsibilities and workload.*

2.3. Academic staff

The Faculty of Education provided in SER (pp. 24 – 28) comprehensive information about academic staff. In addition, ET consider and discuss various information related to academic staff during on-site visit and, in addition, requested set of data and information regarding to academic staff.

The SER includes the following relevant statements:

- *The Faculty of Education has full-time qualified staff in the field of education and is dedicated to focusing the most professional capacities in the field of education in its programs.*
- *Standards and procedures for the selection and promotion of academic staff are set out in the Statute of the University of Prishtina (Articles 175, 176, 177, 178), and the*



Faculty of Education proceeds with the recruitment and promotion of academic staff in accordance with the UP Statute. All teaching staff comply with the legal requirements regarding the profession of teaching positions.

- *All academic staff of the Faculty of Education is registered on the E-Accreditation platform and within the academic year, they are not allowed to establish other regular working relationships in a public or private institution, local and international, inside or outside the country.*
- *The responsibilities of all teaching staff are detailed in the decision of the Governing Council of the University of Prishtina no. 03/881 dated 11 December 2020.*
- *Teachers retire at the age limit or for other reasons lose the status of full-time teachers. Such can be hired as part-time teachers. However, most academic staff are full-time employees.*
- *For the BA General Pedagogy Program the Faculty of Education employs 3 full-time staff with doctoral degrees, adequate for the Program as per AI 15/2018 (Professor V. Sylaj, M. Rashiti, E. Berisha Kida)*
- *In each academic year the evaluation of the quality of teaching and teachers is organized by the students, and the results of the evaluation of the academic staff are always considered for the purposes of promotion and renewal of contracts.*
- *Faculty of Education highlighted importance of continuous teacher education and improvement, develops plan for enhancement of teacher capacity and skills, and organize various kind of training program.*
- *Faculty of Education realized several programs, projects and other means action related to international cooperation with USA and European academic institution in order to improve teaching staff competence and capabilities. Among them especially important could be considered study visit, stay and activities of 15 teachers who spend 2 months at Indiana University as part of the capacity building initiatives for the academic staff. In addition, 3 received Fulbright Scholarships for a one semester stay at USA Universities in the USA, and one of Faculty's academic staff is currently in the US as a visiting professor.*
- *Faculty organize on the local level various seminars and trainings for academic staff including a cooperation with academic partner region's countries, which is enhanced with annually thematic conference organized by Faculty and partners.*

During the on-site visit ET considered several issues about teaching staff, during discussions with teaching staff and also during discussion with other stakeholders. A special focus in discussion was given on the issue of continuous professional development of academic staff, issue of peer and supervisor' evaluation and issue of institutional support for staff professional development.



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Faculty management provided information on how support for teachers is offered related to training on topics such as research methods, students learning outcomes assessment, didactic and teaching approaches, with in addition, training on values of being a teacher. The course plan for professional training is designed after a needs-assessment for their staff, where no further information was given how ‘needs-assessment’ is organized and procedurally integrated in overall Faculty processes.

Faculty leadership provided ET also information about role which Center for excellence in teaching (office at UP level) has in academic staff professional development, and information about Office of Academic Development. During discussion with academic staff ET challenged role of those units, where ambiguous feedback from academic staff were given. The ET was provided, through additionally requested documents, with the list of Workshops that were offered to staff during last, and recent academic years. In addition to the attendance list, ET received extended description of CET activities, mission and general approach, and ET received a list of additional training opportunities for academic staff, which are provided through TEMPUS project, USAD or other initiative.

After collecting and considering all available information ET highlight an importance of continuous professional training of all teaching staff, as available information suggests how in recent time academic staff at junior or assistant position dominantly participated in this form of academic advancement (e.g. A. Hajrullahu, J. Rrustemi, A. Hykolli, V. Nimonaj). Evidence for full time academic staff particularly responsible for BA General pedagogy program (in the regards to allocation of ECTS to full time staff), and evidence for another senior academic staff engaged in program curriculum indicate participation only in training programs which are offered in earlier period (e.g. 2015 or immediately later).

During discussion, ET challenged an issue of peer and supervisor’ evaluation as expected sources for staff professional development. ET was provided with information how students-based assessment represent main source of information for that type of quality assessment. The academic staff faced with the clear question “How do you know who the best is, or who is good or not good professor?” was not able to provide information about staff quality assessment or some defined structure of staff KPI.

From all information available, it is evident how academic staff at Faculty of education included in BA general pedagogy program, consists of associate professors, assistant professors, teaching assistants and lecturers. The work loading of academic staff is unequal, generally quite demanding and high. The University and relevant bodies should provide

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resources for the Faculty to face these threats for future development and possibility for providing programs on expected quality level – e.g. by allowing the faculty to hire new/more academic staff members. The situation with some teaching staff at assistant position regarding to their existing work loading is calling for immediate response (e.g. V. Nimonaj). In the current situation, there are enough information how academic staff at Faculty of education, is able to deliver expected BA generally pedagogy and achieve specified learning program outcomes. However, incentives for improvement in the immediately future should be considered.

Compliance level: Substantially compliant

ET recommendations:

- 1. Strategy and procedure for needs-assessment for academic staff training and professional development should be formalized and implemented in accordance with faculty and program mission needs.*
- 2. Peer' and superiors' evaluations procedures should be clearly communicated and established as well as related to program objectives and program developmental needs.*
- 3. Special focus should be given to improvement and quality enhancement incentives which are based on various sources and indices originated through comprehensive evaluation process where individual and program level aspects of improvement should be considered and harmonized.*
- 4. Differences in using existing professional development opportunities between teaching staff should be reduced. If needed, additional training opportunities for senior academic staff should be designed in accordance with their role and professional needs.*



2.4. Educational process content

BA Program ‘General Pedagogy’ is an undergraduate program with ‘*a focus to prepare candidates who will be able to analyse, evaluate, and critically reflect on current pedagogical problems and who will qualitatively apply contemporary theories and practices as professional collaborators in pedagogical, social and cultural institutions*’ (SER).

The program is harmonized with Bologna process requirements and is structured in 6 semesters, consisting of 180 credits (ECTS). As such, the program provides basic and fundamental education in pedagogy as scientific field and as profession, with mostly theoretical based courses. SER provided information on expected learning outcome at the program level from the perspective of students who successfully finish the program. Graduates will be able to: a) design projects in the pedagogical, social and cultural sphere; b) design programs for the individual development of students with special needs; c) assist and support teachers in classroom management; d) promote school-family-community communication and design and apply different approaches to partnering with the family and the community; e) promote contemporary performance evaluation of student work in achieving competencies foreseen according to the levels of education; f) contribute to the organization of continuous professional development at the school level, sensitizing others to lifelong learning; g) analyze in practice examples of professional communication and advance culture communicative at the institution level; h) provide opportunities for inclusive approach to the process of plan and program implementation, giving equal opportunities to each; i) reflect and plan for their continuing professional development, contributing to enhancing the quality of work with children; j) promote the values, beliefs, attitudes on which social and national identity is developed based on democratic values for education and sustainable development in the country.

This Bachelor program is followed with other programmes offered by Faculty of education – for example the MA Education Science program. Taking in consideration general description of Faculty, where is provided how “*Faculty of Education offers three programs at the Bachelor level (Preschool, Primary, and General Pedagogy Program); 7 Master programs (Pedagogy, Teaching and Curriculum, Leadership in Education, Inclusive Education, Subject Teaching, Albanian Language and Literature Teaching and Pedagogy for Vocational Schools) and the Doctoral program in Education Sciences*” information from SER are to some degree confusing. The ET understood that according to the existing rules and procedure, BA students from pedagogy program have to follow MA pedagogy program, at least, in their career pathways.



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Provided information regarding to employability are not fully consistent.

SER contains information about several employment opportunities (mainly assisting for different jobs in educational, social and cultural institutions), which was not fully confirmed during the site visit (e.g. discussion with employers), as common or expected. Besides vague and uncertain common practice regarding to employability of BA/Bsc graduates (which is concerns of many educational systems), this could have implication on program curriculum and especially on designed and operationalized program learning outcomes. This issue, considered additionally regarding to a possible future development of the Faculty of education, offers an issue of possible benefit in situation where one common BA program in general educational science as Faculty orientation will be addressed. Such program could provide cycle 6 necessary educational program for all Faculty MA programmes, as cycle 7 programs, where strong, and profiled subject and professional specialization or streaming could be realized, including MA in pedagogy program, as well.

Description of BA general pedagogy curriculum provides not so much information about the curriculum's philosophy, about the 'curricular foundation'. Some more information about the curriculum structure development will be useful, as well. Course's description in existing syllabi mixes to some degree concepts 'education as a science' with 'pedagogy as a science', as fully interchangeable.

The ET would like to also address the issue related to ECTS loading to particular courses. The SER indicates an apparent general orientation: courses with same total time load (lecture, seminar, exercise) have the same ECTS amount allocation (e.g. 5 hours L+S/E=7 ECTS, 4=6 ECTS, 3=5 ECTS). However, this should be re-evaluated together with the students (based on their observed and declared workload). Syllabi provided in detail information about student's activities and workload in case of each course. It is apparent how courses with larger amount of ECTS, have allocated more lecture and seminar/exercise time in form of class teaching. Correspondently, courses that need less student's workload by means of reading, preparing, individual learning etc. should have smaller numbers of ECTS allocated. Good example is English language, course with 6 ECTS where ECTS amount (related primary to teaching in-class hours) suggest how students will mostly achieve expected learning outcomes related to course in the context of class activities, and not individually working, exercising language in another occasion by individual form of activities.

The pedagogy and related disciplines/subjects represented in the curriculum are provided mostly in a logical flow and they meet the expected learning outcomes at the program level.

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The program has some courses which overlap to greater degree and the program will benefit from a closer consideration of overlap, total workload and importance of the subject's contents for general program objectives. For example, Introduction to pedagogy, The history of world pedagogy, The history of national pedagogy course have in total 18 ECTS, which represents 30%, or almost one third of program workload in 1st year of the study. In addition, in the 6th semester program contains course Education system in Kosovo, with 6 ECTS. ET suggests that the Faculty management takes into consideration if there is another better way for offering one introductory, focused course on the aspects on historical developmental perspective and on the aspects on contemporary overview of pedagogy as science and practice, which could include international and national perspective .

The ET would like to highlight the fact that the program still has ambiguities regarding the sequence and temporal order of some courses. For example, Education for child rights is in first semester, but this type of courses should be provided at later phase of studying, when students acquire some introductory information. Family pedagogy is in second semester, and students need more general and introductory information to be able to achieve expected course outcomes. The course school pedagogy with practice is also a course where previous obtained student's competences are of particular importance. There is also example of courses which is expected to represent opening courses. General pedagogy course and psychology of education, courses which provided foundation, are planned later in the program, and such a course should be content of first or second semesters.

Program is designed in such a way that in each semester students have possibility to take only one elective course. ET recommend some form of progression in amount of allocated ECTS for elective courses, as students goes through the program. ET recommends increasing the number of elective courses (up to 30% of the program), which is particularly important in last two semesters.

The program by objectives, structure and contents, is focused mostly on pedagogical (educational) activities which occur in schools and is mostly intended to prepare future specialist for formal educational settings. ET previously in this report addressed this issue, which should be additionally considered as information in this part of report, as well. Current education, educational initiative and policies are quite challenging with the issue of providing education in non-formal, and informal settings, education where business and industry stakeholders are constituting part of educational process, so these should be also consequently constitutive parts of training of future educational specialists. This is accompanied with the issue of optimal teaching methods and approaches, where more focus in students training is



needed to be given on e-learning strategies, distance learning possibilities, combined and mixed approaches in education. BA General pedagogy program needs to address many of these challenges in the future, and at the moment implement as much as possible these expectations, based on Faculty current capacity.

During a discussion with employers - school principals – the ET found out that they are satisfied with competencies of graduates, but ET realized how all the present employers had experiences with MA level graduate. The employers indicated that BA level graduates should also be able to undergo some administrative activities and tasks, therefore the Program should also help the students develop competences related to these activities.

Compliance level: Partially compliant

ET recommendations:

- 1. Program foundation should consider to greater extent differences between education as science and pedagogy as science, and incorporate difference on the level of courses, where general educational sciences courses and focused pedagogy as science (and practice) related courses should be differentiated in regard to their program's objectives contribution.*
- 2. Issue of employability should be consider in the context of the Program carefully. Expected learning outcomes of the program, program structure and especially an issue of educational contents should be considered and addressed in accordance with the employability prospects of the graduates.*
- 3. Issues of comparability of the program with similar programmes (for example the program offered by University of Ljubljana) should be in more detail considered.*
- 4. ECTS loading of courses should be reviewed, where differences between courses are expected to be considered in the context of students' workload and not dominantly related to number of teaching hours.*
- 5. Temporal placement of some courses in the program needs some additional consideration and justification, and possibility for reducing some courses, while extending others should be considered.*
- 6. Educational (pedagogical) activities and processes which occur in out-of school contexts and settings, represent part of education and training in form of non-formal and informal learning, should be addressed in program structure and program content.*



7. *Course related to new approaches in education, new forms of education and new technology in education should be included as compulsory course.*
8. *Issues of vertical mobility of students through other programmes offered by Faculty of education should be analysed, where possibility for designing and offering one general study program in educational science at BA level, as study program suitable for all or most others Faculty MA programmes should be considered and discussed.*

2.5. Students

The program implements the admission rules of the university: *‘The admission of new students is in accordance with the rules of the UP Statute and the public announcement in daily newspapers and on the website of the University of Prishtina’* [SER, p.34]

The admission rules and criteria are made public: *‘The public announcement defines all the conditions and criteria for student admission. These conditions and criteria may vary from year to year.’* [SER, p.34]. However, it is not clear how does the faculty management check whether the admission criteria are applied fairly and regularly.

‘Selection criteria are: • average grade, • score on the national test, • the result of the entrance exam’ [SER, p.35]

All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements: *‘Program: BA General Pedagogy is dedicated to all students who have completed high school, especially those with pre-school education.’* [SER, p.35], therefore *‘All students enrolled in the study program hold a high school diploma degree or other equivalent study document as required by the MEST.’*

The SER mentions that the study groups are dimensioned so as to ensure an effective and interactive teaching and learning process: *‘Student groups in lectures correspond to classroom capacities and quality teaching. There are usually around 40-60 students in the lectures, while 20-30 students in the exercises.’* [SER, p.35] However, interactivity can’t be only guaranteed by the number of students present in a class, but rather by the teaching methods used by the teachers. Project-based learning and study-cases could help students to be more involved in the activity during the lectures or practical laboratories. The greater part of their practical experience is however covered during the practical stages – when they have the opportunity to teach in schools. Students suggested that it would be useful and of much interest for them to



also have the opportunity to go in mobilities abroad, or in practical stages organized in several types of institutions.

'Students in the exams are assessed based on the nature of the subject and all assessment methods are presented in the syllabuses of the subjects (see the syllabuses attached). The results of their performance and assessment are given promptly and accompanied by support mechanisms if necessary.' [SER, p.35] However, the ET considers that the faculty could encourage the Academic Staff to offer constant feedback to students on their performance in reaching the intended learning outcomes as well as design plans to reach them by the end of each discipline.

The results obtained by the students throughout the study cycles are certified by the academic record: „*The results obtained by the students are evidenced in the academic data. Regarding the organization of the internship, in the Faculty of Education there is an office for coordinating student internship,*„ [SER, p.35]. The students have the right to appeal their grade – to reject it – if they don't agree with it, but this procedure is not very common among the students. This might be explained by the fact that the appeal procedures require the students to sit the exam again during the next exam session. The ET recommends reviewing the appeal procedure so that it offers the students the opportunity to appeal a grade if they consider they were graded unfairly. In such a situation an exam commission should re-examine the same exam paper and check whether it was graded correctly in order to offer the student the final grade for that exam session, not in the next one (in a case of unfair examination it is not the fault of the student so he/she should not be punished by missing the chance to get a grade in that particular exam session). Moreover, students should be granted the possibility to re-sit an exam during the next exam session if they want to try to get a higher grade.

No mention of any flexible treatment for students in special situations was made in the SER. However, the teachers confirmed that if a student misses on academic lectures or practical labs due to a disease (medical reason) or a family event (e.g. death of a close member of family) they are understood and recovery opportunities are created. This should not be an individual effort, but a transparent institutional procedure especially in harsh times like the ones that we are crossing, when the COVID-19 pandemic can always affect the personal lives of the students. Similar procedures should be developed for the situation in which a teacher is on a medical leave.

Efforts are being done to ensure that work submitted by students is original. At this moment this is the responsibility of the coordinating teacher. Each teacher coordinates 8-10 thesis on



top of every other duty they have to meet. Therefore, the ET recommends that the individual efforts of the coordinators should be complemented by institutional solutions for fighting against plagiarism – both for student papers and teachers work. This could also be done through an anti-plagiarism software, but also preventive measures like courses/lectures/seminars promoting the principals of academic ethics, including teaching students on how to correctly refer to a book they read etc.

Most of the parts of the student life are regulated – the SER mentions: *‘ the organization of the departments of the Faculty of Education is regulated, the duration of studies, the organization of teaching, the preparation of syllabuses, the rights and obligations of students, student assessment, diploma work, and other matters related to the code of ethics of the University of Prishtina ([http://www.uni-pr.edu/getattachment/Kerkime-Shkencore/Rregulloret/Rregulloret-e-Senatit/Kodi-i-Etikës-i-stafit-akademik-te-Universitetit-te-Prishtinës-Hasan-Prishtinë-\(1\).pdf.aspx](http://www.uni-pr.edu/getattachment/Kerkime-Shkencore/Rregulloret/Rregulloret-e-Senatit/Kodi-i-Etikës-i-stafit-akademik-te-Universitetit-te-Prishtinës-Hasan-Prishtinë-(1).pdf.aspx)).’* [SER, p.21] Though the ET could not find on the website of the university all these regulations, the students confirm that they know their rights and responsibilities since all the regulations are online (they might be referring to the internal platform of the university).

‘ Upon student admission, a comprehensive orientation session for students is organized to provide a comprehensive understanding of the range of services and facilities available to them, policies and procedures at the institution, and their rights and responsibilities.’ [SER, p14] However, students confirm they did not benefit of such a program, but would consider it useful. They confirmed there is a student council and that student representatives in different bodies of the faculty/university help them with getting around the student life. About this, the SER also mentioned: *‘ Student organization functions within the Student Council elected by vote’* [SER, p.36]

‘ Student transfer between higher education institutions, faculties and study programs’ is mentioned about the opportunities of the programme [SER, p.37] but with no reference to the criteria/regulations. The online site-visit discussions confirmed there is a commission responsible for this.

The students were happy with the relationship they had with their teachers mentioning that they are always available for questions and discussions. The SER also mentioned: *‘ The staff of the Faculty of Education are transparent in terms of the schedule of lectures, exercises and the time of consultations with students’*. [SER, p.21] Teachers confirm that they are available for consultations 4h/week though it was not obvious if these four hours are dedicated to the



students of General Pedagogy or to all of the students from all of the programs were these teachers teach (most of them teach in at least 2 programs).

The ET also commends the fact that *'The University of Prishtina, Office of International Relations offers a range of scholarships to other universities in Europe, for distinguished students of UP and who are fluent in foreign languages'* [SER, p.36]

Since the SER mentions: *'The Faculty of Education does not have a career guidance service within the academic unit but this service is provided at the UP level. The service for employed students (Alumni) is missing but is planned to be part of FEdu in the future.'* [SER, p.36] the ET recommends the university / the faculty management to develop such an office in the future. It could work closely with the Alumni office when it will be available in tracking graduates, offer them job opportunities and thus making the connection between them and potential employers. The career office could deal with signing partnership agreements with the schools for the internship. The ET commends the existing of elaborate procedures for the practical stages. This office could also guide the students in their choice between getting a job immediately after graduation and/or continuing their studies at MA level (graduates with MA diplomas have more chances of getting a job (85% of the colleagues of the graduate present at the online site visit where already employed).

Compliance level: Partially compliant

ET recommendations:

1. *Diversify the opportunities offered to students for practical stages (for e.g. students could experience teaching in more than one context like the Ministry or NGOs);*
2. *Encourage and motivate academic staff to offer constant/periodical feedback to students regarding their progress towards meeting the learning outcomes, not just at the end of the semester through the exams;*
3. *Revise the appeal procedure so that students can really complain if they feel they were evaluated unfairly.*
4. *Intensify the institutional efforts in fighting plagiarism.*
5. *Develop a procedure for granting flexible treatment to students in special situations (e.g. students who are sick for a period and are on a medical leave, students who suffer a death in the family and miss out on lectures/on an exam due to this etc.).*



2.6. Research

The ET considered the Research component of the program proposed for re-accreditation on three levels: Faculty of Education level, General Pedagogy program level, and teaching staff level, with the aim to synthesize, summarize and appropriately evaluate the research activity.

As stated in SER, Faculty of Education placed among five long-term strategic objectives of the Faculty, establishment and full functionality of Institute for Development and Research in Education (IRDE). IRDE should represent some connection bridge between the Faculty of Education, as academic institution and society by fostering professionalism through professional development of teachers, excellence in research in the field of education, collaboration and partnership for sustainable education reforms, and promotion of social responsibility. The Faculty has a clear mission on how IRDE should be committed to achieving research capacity where continuous professional development of teachers will be supported, policy makers will be provided with evidence-based support for all needed educational reform, and research collaboration related to all aspects of education will be enhanced and improved.

As stated in this report earlier, the research component of the evaluated program is not highlighted to expected degree on the general pedagogy program level (for example: it is insufficiently incorporated in the mission). Related to status of research incorporated in the program, the SER states that the focus on research represents an integral part of the program. Starting from the first year, general pedagogy students are engaged in literature review as form of seminar-based activity. Students are involved in activities to design and conduct research projects related to professional practice and related to particular subject, where students' projects are presented during classes and followed by peer discussion and assessment.

Related to research, SER provide information on pp. 37-39:

- *Research within the Faculty of Education takes place in various forms.*
- *Individual staff subject specific research in the recent time could be combined with broader research project where research groups are formed.*
- *Younger teaching staff used opportunity of international projects and opportunity for master or PhD based research in foreign (EU, USA) based academic institution*
- *The Faculty considered scientific/applied research objectives, which are also harmonized with mission and long-term objectives at the Faculty level.*
- *In the recent time program for promotion and enhancement of research for academic staff and the PhD students at UP is established*



- *Faculty of education has allocated a special budget for the participation of academic staff in scientific conferences.*
- *International standards and norms for classifying forms, level and quality of research are followed.*

ET requested through additional documents including statistics on the number of published items of professors, and teaching staffs, with full references to publication and additional dissemination information. Provided dissemination information helped us sharpening a picture obtained from SER and information we got from discussion with academic faculty members during site visit.

All available information indicates that a significant part of the academic staff has a proven track record related to research, but there are visible differences among academic staff, related to involvement in research and dissemination activities. When we take in account how teaching work load is quite demanding for most academic staff, the overall picture related to research is favourable and encouraging.

Related to research, ET appreciates that there are many indices at Faculty and program level many indices regarding research activity. The Faculty mission and strategic plans include objectives of increasing the number of high-level publications – this seems to be an achievable priority. At the moment, examples of good practice on the Faculty of education level (e.g. professor Saqipi), or practice on the general pedagogy program level, still exist. In addition, some members of academic staff, who are involved in the general pedagogy program (e.g. professor Gjelaj, professor Shatri, lecturer Salihu) still achieved influential and high quality dissemination productivity. These good practice examples should be shared as common value among the academic staff, where Faculty should further provide opportunities for teachers to help each-other in the research related endeavours. Scarce funding, centralized financing at UP level, and general economic situation are obstacles for large scale research projects and activities, which reduce possibility for dissemination at high influential and impact level, in publication where dissemination possibility is in fact related to quality and type of research.

The analysis of existing publication indicated an orientation towards publishing in international journals, where academic staff publish their work in international indexed journals.

Provided information, confirm how expectations for inclusion of teaching staff in research and academic activities are defined. As it stated, performance related to these expectations is considered in the criteria for staff evaluation and promotion are set out in the Regulation on Selection Procedures for Appointment, Not Appointment and Advancement of Academic



Personnel at the University of Prishtina "Hasan Prishtina". The discussion with academic Faculty members during the site visit provides us feedback how academic staff is informed about the criteria for evaluating and promoting staff.

Faculty of education organize every year scientific conferences jointly with international and local partners, which is important aspects related to research. In SER are provided information how Faculty has orientation to enhance research capacity through grant projects schema, with EU and USA academic partners. In addition, Faculty signed Memorandums of Understanding with several partners for joint implementation of projects as well as investment in the development of FEdu programs and staff.

Compliance level: Substantially compliant

ET recommendations:

1. *The study program needs some scientific/applied research objectives based on the priority areas of research.*
2. *All academic staff should orient their research to course or subject specific topics they teach, which will increase reputation and recognisability of Faculty of education, enable and facilitate process of forming research groups, and lead for better visibility of research groups, especially in international research community.*
3. *Academic staff with greater involvement in research, greater dissemination output and success should be formally recognized, where allocation of available resources should be related to real research performance, which include prioritization in allocation of assistants and junior researcher staff.*

2.7. Infrastructure and resources

The current situation of the infrastructure of the faculty of Education is presented in the SER: *'The Faculty of Education possesses a 6000m2 quality facility with 13 classrooms, 8 laboratories, 1 large 350-seat amphitheatre, 2 medium-sized amphitheatres, 1 library, 1 reading room, teacher's cabinets, and extensive open space inside and outside the faculty. [SER, p.39] . In the SER, the faculty management estimates that: 'The infrastructure guarantees adequate long-term implementation of the study program, both quantitatively and qualitatively. The facility has full access for students with disabilities'.[SER, p.39], as well as 'Lecture halls and laboratories are suitable to accommodate students in groups, and are*

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equipped with projectors and some with static computers, while the other halls use projectors and laptops. A number of halls are equipped with smart boards as well. [SER, p.39].

During the online site-visit the faculty management described their future plans that included increasing the internationalization part of their activity, offering programs in English and increasing the collaboration with more schools in Kosovo. The ET feels that the current infrastructure is enough for the current needs of the programs offered by the faculty, but any new programs or development of the faculty activity will also need investments in infrastructure and new staff members.

However, plans for future investments are difficult to design and implement due to the centralised financial planning. Since the faculty has little autonomy to financially plan their day-to-day activities, they rely most on external funds for big investments.

As the SER mentions *Financing and budgeting policies are the responsibility of the University bodies* [SER, p.40] thus it is difficult to draft a three year plan and thus prove the sustainability of the program. The only available proof is linked to the declarations of both faculty management representatives and heads of the program that they will manage with the current system, though not ideal.

Moreover, the SER mentioned: *The budget for 2019 at the Faculty of Education has been provided from the State Budget in the total amount of 228,000.00 Euro, whereas 125.000,00 Euro were Capital Investments and 103.000,00 Euro Goods and Services. The expenditure report for 2020 will be ready by the end of January*. [SER, p.40] However, the budget coming from the state is mostly directed to paying salaries and only recently started to also direct some funds to research.

Other relevant mentions in the SER referring to this subject are:

at present the Faculty does not have its own financial resources, has no independent accounts and fulfills all its financial needs through UP. The faculty aims to be financially independent and this will help increase quality in all aspects [SER, p.40]

The revenues for the faculty are provided by sustainable but also periodic sources (mainly donations from international projects). Permanent income is provided by semester fees, examinations, diplomas, and other faculty services. [SER, p.40]

The ET recommends the faculty management to propose a discussion within the university about the opportunities of increasing the transparency regarding the way funds are split within

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the university. Moreover, the university management could take the issue to the Ministry of Education and Ministry of Finance and discuss the possibility of them ensuring a permanent funding line for investments and research.

All the spaces presented in the SER and the video sent to the ET seemed to be adequate for the activity of teaching and learning, but it is difficult for the ET to evaluate whether they are sufficient for all the programs offered by the Faculty. When possible, all these spaces should be made available to students for extra-curricular activities after the scheduled classes/lectures/seminars end.

The SER offered very few details about the library and its capacity: *‘The library and reading room are well equipped and provide ample space to accommodate an adequate number of students and meet the conditions for individual student work.’*

‘The library holds approximately 3,000 books, dedicated to the staff and students of the Faculty of Education’ [SER, p.39] Therefore it is difficult for the ET to evaluate the capacity of the library to cover the needs of all the programs already functioning within the faculty or for the evaluated General Pedagogy program. The students mentioned that especially during the COVID-19 pandemic, they received electronic materials from teachers – this is a good practice that could be continued even after the effects of the pandemic disappear and the activity goes back to normal.

Threats mentioned by the SER:

‘ Limited access to electronic resources ’

‘Students do not speak English well enough to take advantage of English language books in the faculty library’ [P.41] However, the English language classes helped the situation and this will improve in time if the faculty manages to encourage more students to take up the EN 2 elective or to use the resources made available through the Agreement with the American Adviser Centre (which is providing free-of-costs EN courses of students for two years already and will continue to do so for the next 8 years).

Both the students and the graduates mentioned they were able to cover their needs for learning materials both from the libraries and with the help of their teachers who provided materials when needed. However, institutional efforts to ensure access to online international databases (up-to-date research results, articles and publications) is essential both for the teaching-learning experience and for research.



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The SER mentions: *'The facility has full access for students with disabilities'*. [SER, p.39]

Compliance level: Substantially compliant

ET recommendations:

1. *Intensify efforts for decentralizing the budget to bring it from the level of the university, to the level of faculty/program.*
2. *This could help also decentralize the staffing procedures so that it makes it easier for faculties to hire new staff when needed.*
3. *Intensify institutional efforts to grant access to international libraries (online journals and articles databases) for both students and academic staff. This will serve both the teaching-learning processes, and the research activity of the Faculty.*



3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

The compliance level per general area looks like this:

1. Mission, objectives and administration	Substantially compliant
2. Quality management	Substantially compliant
3. Academic staff	Substantially compliant
4. Educational process content	Partially compliant
5. Students	Partially compliant
6. Research	Substantially compliant
7. Infrastructure	Substantially compliant

In conclusion, the Expert Team considers that the study program **General Pedagogy BA** offered by the UNIVERSITY OF PRISHTINA “HASAN PRISHTINA” is **Substantially compliant** with the standards included in the *KAA Accreditation manual* and, therefore, recommends **to accredit** the study program for a duration of **3 years** with a number of **40** students to be enrolled in the program.

4. APPENDICES (if available) – Not the case

Expert Team

Chair

Prof. dr. Josip Burušić

26/04/2021

(Print Name)

(Date)

Delia Gologan

Delia Gologan

26/04/2021

(Print Name)