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## **FACULTY OF PHILOSOPHY**

### **MA European Studies and Public Administration**

#### ***RE-ACCREDITATION***

#### **REPORT OF THE EXPERT TEAM**

*6th April 2021, Zagreb and Bucharest*

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## 1 INTRODUCTION

### 1.1 Context

**Date of site visit: 16 March 2020**

**Expert Team (ET) members:**

- *Kristijan Kotarski, PhD, Assistant Professor in International Political Economy*
- *Artur Tventarnii (student expert)*

**Coordinators from Kosovo Accreditation Agency (KAA):**

- *Mr. Naim Gashi*

**Sources of information for the Report:**

- *Self-evaluation report “European Studies and Public Administration”, 2021 (no precise date) including course catalogue*
- *KAA Accreditation Manual 11.07.2018*
- *Syllabi*
- *Staff CVs (Full time, part time)*
- *Annexes: Work and Scientific Projects, List of Evidence, Rule of Procedures for the Electronic Managements System for Students, Regulation on Quality Assurance and Evaluation at the University of Prishtina, Guide for Course Evaluation from Students, and others (24 annexes in total).*



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**Requested documents:**

- 1. Confirmation of participation in the Jean Monnet Module*
- 2. Confirmation of participation in other internationally competitive projects*
- 3. Financial report or a financial plan*
- 4. Decision/explanation of underlying reasons to switch classes from English into Albanian*
- 5. KPI for academic staff*
- 6. Master thesis manual*
- 7. List of guest lecturers*
- 8. List of internship partners*

**Received documents:**

- 1. Confirmation of participation in the Jean Monnet Module*
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- 5. KPI for academic staff*
- 6. Master thesis manual*
- 7. List of guest lecturers*
- 8. List of internship partners*

**Criteria used for program evaluation:**

- Standards & performance indicators for external evaluation according to the Accreditation Manual of KAA, July 2018*
- Criteria of Relevance, Effectiveness, Impact, Sustainability and International Visibility*



## 1.2 Site visit schedule

### Expert Team

- Kristijan Kotarski, PhD, Assistant Professor in International Political Economy
- Mr. Artur Tventarnii (Student Expert)

### Coordinators of KAA

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

09.00 – 09.40	Meeting with the management of the institution ( <i>no slide presentation is allowed, the meeting is intended as a free discussion, meeting with Dean, Vice dean</i> )
09:45 – 10:30	Meeting with quality assurance representatives and administrative staff
10:35 – 11:35	Meeting with the heads of the study programme
11:40 – 12:20	Lunch break
12:20 – 13:10	Meeting with the teaching staff
13:15 – 13:55	Meeting with students
14:00 – 14:40	Meeting with graduates
14:45 - 15:25	Meeting with employers of graduates and external stakeholders
15:30 – 15.40	Internal meeting – Expert Team and KAA
15:40 – 15:50	Closing meeting with the management of the institution



Nr.	Study programmes	Experts	Responsible persons of study programmes	
1	<i>European Integration and Public Administration/MA (Reaccreditation)</i>	Prof. Dr. Kristina Kotarski Mr. Artur Tventanii Student Expert	Arben Hajrullahu	Jehona Lushaku

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

MA in European Studies and Public Administration is a part of The Faculty of Philosophy, the latter being organized as an academic unit of the University of Pristina "HASAN PRISHTINA", the largest public higher education institution in Kosovo, since 1960. The aforementioned MA programme is part of the Department of Political Science. It is a scientific programme that is implemented in the four semesters format. The total number of ECTS credits accumulated in the first year of the programme amounts to 60. In the first semester, students will receive 30 ECTS credits (25 with compulsory courses and 5 with one of the two elective courses). In the second semester, students will also have to collect 30 ECTS credits (25 with compulsory courses and 5 with one of the two elective courses). In the second year, students will also have to gain 60 ECTS credits. In the third semester, they also receive 30 ECTS credits (25 with compulsory courses and 5 with one of the two elective courses). In the fourth semester, they collect 5 ECTS credits by working on the preparation of their final thesis within the 1-2 months long internship, and 25 ECTS credits from defending the master's thesis, accumulating a total of 120 ECTS.

According to the Erasmus Subject Area Codes (ESAC) the study programme is nested within the field of International Relations, European Studies, Area Studies (14.6). Currently, there are 41 students enrolled in the programme as of academic year 2020/2021. This number fits within the planned range of enrolling 35-40 students per academic year. In charge of the programme are Prof. Asoc. Dr. Arben Hajrullahu and Prof. Asis. Dr. Jehona Lushaku. Permanent staff is apparently composed of 12 members. The programme's management should make a correction on the exact number of academic staff participating in the programme. Namely, the data on page 20 and pages 133-135 do not add up and it is not clear whether there are 12 or 13 members of permanent academic staff. One of them is a professor with a full tenure, three of



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them are associate professors, five of them are assistant professors and finally, three of them are teaching assistants. Therefore, out of 58 full time academic staff employed at the Faculty of Philosophy, 12 of them are allocated to the MA programme under re-accreditation. According to the self-evaluation report, the basic mission of the study programme is *“to provide the students with the conceptual tools and skills to engage in descriptive, explanatory and normative research as well as to analyse the European political and administrative related issues. The entire programme takes a comparative approach, looking at the interactions between national and European bodies, the role of the EU in the world, and their effects and the policies behind these processes”*.

As can be learned from the self-evaluation report, MA in European Studies and Public Administration strives to achieving its mission through certain approaches. The most important of them include:

- Combination of academic rigour and practical relevance, a cross-disciplinary perspective and a strong focus on the EU-related issues
- Application of analytical tools in teaching and research and stimulation of critical thinking which aims to prepare future graduates for dealing with complex issues such as EU governance, EU political decision-making, EU legislative and administrative reforms and EU policies
- Having a strong emphasis between theoretical inputs and practical outputs, especially as a part of the 1-2 months long internship and master thesis preparation process
- Intensive engagement in research
- Continuous training of academic staff

Adopting previously mentioned approaches should gradually raise the international visibility and relevance of the study programme, enhance learning outcomes, respond to the local labour market needs and aid Kosovo’s perspective of Europeanisation.

Unfortunately, due to COVID-19 pandemic it was not possible to conduct a site visit and make even more detailed inquiry into the strengths, weaknesses, threats and opportunities facing this MA programme. However, the lengthy and exhaustive conversations with relevant stakeholders, as well as a thorough reading of the self-evaluation report provided external experts with the most important answers with regard to the current state of the programme under re-accreditation. In the following pages we will give a detailed assessment of the programme in all seven areas according to the KAA’s 2018 Accreditation manual.



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## 2 PROGRAM EVALUATION

### 2.1 Mission, objectives and administration

In relation to the standard 1.1 the study program mission is not totally in compliance with the overall mission statement of the institution. The major concern for external experts is that the programme's ambitious goal of internationalisation has been significantly downgraded over the last couple of years. In the self-evaluation report it is mentioned that the whole programme is taught in English. However, only during the online re-accreditation process were external experts made aware that the programme execution was switched from English into Albanian in 2017. Unfortunately, this should have been mentioned in the self-evaluation report. Besides that, freshly graduated students who had obtained their degree prior to the aforementioned changes, claimed that they are not supportive of the programme being taught in Albanian. Their major concern is that this change constitutes a major step back from the internationalisation agenda and does not sufficiently re-create an internationally-stimulative atmosphere that was a standard feature of the programme's initial study generations. Furthermore, the very actors responsible for preparing the programme's self-evaluation report did not provide documents proving the existing opportunities for international mobility of academic staff and students. Full transparency is essential in communicating more effectively with external experts in the future rounds of re-accreditations. It is praiseworthy that the programme has recently become part of an Erasmus+ Jean Monnet network led by the Middle East Technical University from Ankara. Besides, in early 2021, mainly driven by the Department of Political Science staff, Faculty of Philosophy applied jointly with Salzburg University for the HERAS+ programme grant, supported by the Austrian Development Agency. There are also other notable scientific contributions on behalf of individuals comprising the programme's academic staff. However, additional and systematic efforts are needed such as ensuring a Jean Monnet Module or a Jean Monnet Chair in the next step, in order to achieve a greater inclusion of all academic staff in the overarching goal of internationalisation. Overall, the curriculum of the programme needs a profound restructuring in order to be fully consistent with its mission. More on this will follow in the section focused on the educational process content.

In terms of the standard 1.2 the programme meets all formal requirements. Having in mind standard 1.3, the study programme could significantly profit from improving its overarching didactic and research concept. There is little in terms of a precise description how the programme plans to expand on didactic approaches and research activities (standard 1.3). Hence, there are several courses in the study programme that should aim at enhancing student-centred learning by means of workshops and simulations (courses such as *EU Common Foreign and Security Policy*, *Globalization, governance and (dis-) integration* or *Theories of European Integration*). In that regard *Institutions, decision-making and EU Law* course is a very good example for others to emulate.

In sections spanning standards 1.4 and 1.5, which refer to formal policies, guidelines and





regulations dealing with recurring procedural or academic issues, as well as internal regulations relating to ethical conduct in research and teaching, the Faculty of Philosophy/MA programme has a well-established framework. Most of the documents are available in English and on those two counts, the programme under re-accreditation substantially complies with KAA's and ENQA's standards, as evidenced during the meetings with the programme's management, professors, external stakeholders and students. However, in order to achieve full compliance, the Faculty of Philosophy should acquire anti-plagiarism software in order to strengthen enforcement of unethical behaviour. With regard to policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program, the MA programme is totally reliant on the policies and frameworks of both the Faculty of Philosophy and University of Prishtina. At the University level there are two regulatory legal instruments concerning the managing and reviewing process of the curriculums and study programs. This should be reinforced by the third legal instrument such as organising a study-level anonymous poll among students and external stakeholders every four years in order to ensure more responsiveness to the changing needs of the marketplace and broader social context. One should more profoundly use student-level and external stakeholders' input as a part of a broader effort to cater to the changing educational landscape.

Standard	Compliance	
	Yes	No
Standard 1.1. The study program mission is in compliance with the overall missionstatement 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 EducationArea.	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 staffand 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	
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**Compliance level:** Partially compliant

**ET recommendations:**

1. *The programme should adhere to its internationalisation mission by re-introducing classes in English. Having syllabuses and reading materials in English, while switching to classes in Albanian does not constitute an appropriate learning environment and does not contribute to the internationalisation of the programme.*
2. *The programme should definitely aim at fostering more bilateral exchange agreements in order to facilitate student and staff mobility. In the future, self-evaluation report should make a clear and transparent list of partnerships with domestic and foreign universities.*
3. *The study programme should do more than just make few normative statements with regard to staff members' desire to be part of European epistemic networks, as well as with regard to scarcely mentioned and vaguely elaborated KPI (key performance indicators). More staff members should be able to credibly demonstrate their inclusion in internationally competitive projects and this challenge should be overcome by winning a Jean Monnet Module or a Jean Monnet Chair, led by the Faculty of Philosophy.*
4. *Fulfilment of evaluation standards must be substantiated through evidence-based, empirically testable statements, not normative statements.*

**2.2 Quality management**

The system is centralized, and faculties within University of Pristina do not seem to have too much autonomy in planning evaluations and changes for improvement. The University conducts an evaluation process at the level of the institution, staff, and students. The electronic SEMS system enables the evaluation to be carried out and the results are available in a short period of time. In a conversation with the management of the institution and the person in charge of quality, we received a description of the system and its functioning related to the student assessment of each subject and teacher. After the results are obtained, they are forwarded to the institution and teachers. There is no organized discussion of the results at the level of institution after each semestral evaluation, but it is generally kept at the level of



teachers who have no obligation to discuss these results with students. Students have no insight into the results, and they are not made public, as it is prescribed in the regulation. Additionally, in the discussion with the staff, they declared that the evaluation system assures the anonymity of the answers, however, the students expressed concerns regarding this aspect.

The use of evaluation results is maintained at the subject level and teachers are responsible for implementing the changes if they deem them necessary. In an interview with the management of the institution, we were introduced to the low response of students to evaluations, which led to the conclusion that they are not mandatory for students, but voluntary. In the conversation with the students, we received information that they are required to fill out an evaluation questionnaire before taking the exam. It remains unclear whether the questionnaire is mandatory or not.

The institution does not have its own network of alumni. The University is responsible for this network, but the Faculty does not have any special benefits from the work of that association in a sense of receiving feedback from former students. There is no evidence of existing exit surveys aimed at students before graduating, which could be really helpful in general evaluation of the study programme, used by programme's management for further improvement. In addition, the Department of Political Science does not seem to have sufficiently developed contacts with external stakeholders in terms of their participation in discussions on the necessary programme changes and its adaptation to the necessary competencies. But there is a lack of greater participation of alumni, employers and other stakeholders who could participate in adapting the study program to general and specific social needs. The Faculty of Philosophy does not present evaluation mechanisms such as employer feedback and subsequent performance of graduates and appropriateness of intended learning outcomes and the extent to which they are achieved.

According to the Faculty of Philosophy, Department of Political Science has regular monthly council meetings to discuss various topics related to quality assurance. Recommendations from previous accreditations have been implemented and all teachers have participated in their implementation. Teachers also participated in study visits to other institutions outside the Republic of Kosovo where they gained knowledge and experience that were later implemented and incorporated into study programs and teaching methods.

Standard	Compliance	
	Yes	No
Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	X	



Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.	X	
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.	X	
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.		X
Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.	X	
Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.		X
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.	X	
Standard 2.8. The institution ensures that reports on the overall quality of the program are prepared periodically (eg. 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:** Substantially compliant

**ET recommendations:**

1. *Develop a model for using evaluation in processes for quality management improvement and integrate them as a part of a regular planning process*
2. *Increase transparency of evaluation results*
3. *Engage students in quality management processes*
4. *Engage other stakeholders in the programme evaluation such as public administration and business sector representatives, as well as former students*
5. *Develop and implement exit surveys for graduates*



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### 2.3 Academic staff

In terms of standard 3.1 the self-evaluation report provides most but not all information. External experts are presented with name, qualification, academic title and duration of official contract. At the same time, there are no systematically documented information on the precise workload for each single permanent employee, the division of workload in subcategories such as: teaching, research, editorial and administrative tasks, consultations, etc. However, at least some of the aforementioned data could be retrieved from the syllabuses. In that regard, one can say that on this count the programme partially fulfils standard 3.1.

According to the official regulatory framework set by the KAA and the Ministry of Education, Science and Technology, MA in European Studies and Public Administration fulfills necessary requirements (standard 3.2). 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. Therefore, the application of a standard 3.3 is ensured. Standard 3.4 is more than met by the fact that programme in question has 100% academic staff involved in regular employment. Standard 3.5 is guaranteed by the very favourable student to academic staff ratio (approximately 40 students per year divided by 12-13 members of a permanent staff).

In light of standard 3.6 opportunities are provided for additional professional development of teaching staff. Curricula vitae of academic staff in charge of implementing the MA programme under re-accreditation testify to their continuous commitment to meeting this standard. Furthermore, the same inference can be made about responsibilities of all teaching staff, especially full-time, pertained to their engagement in the academic community, availability for consultations with students and community service (standard 3.7).

Academic staff evaluation is conducted regularly and on a formal basis at least once each year. However, the problem remains how representative those evaluations are, in light of the information obtained from the meetings with academic staff and students. Namely, the response rate can vary and there are no clear plans on how to improve programme's quality, given those inputs. Hence, standard 3.8 is not met appropriately Standard 3.9 lacks actionable targets with regard to how to improve the quality of the educational process (teaching strategies and educational content). Finally, with regard to standard 3.10 the Faculty of Philosophy and the MA in European Integration and Public Administration fully complies with the requirements that teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.



Standard	Compliance	
	Yes	No
<b>Standard 3.1.</b> Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.	X	
<b>Standard 3.2.</b> The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.	X	
<b>Standard 3.3.</b> 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	
<b>Standard 3.4.</b> 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	
<b>Standard 3.5.</b> 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	
<b>Standard 3.6.</b> Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.	X	
<b>Standard 3.7.</b> 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	
<b>Standard 3.8.</b> Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.		X



<b>Standard 3.9.</b> Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.		X
<b>Standard 3.10.</b> Teachers retired 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:**

1. *It would be highly advisable to establish a database covering precise workload of every single staff member (teaching hours, number of supervised students, etc.). In the long run this should lead to a more equitable and transparent distribution of work within the programme. Furthermore, this would also bear a positive impact on the quality of teaching and supervision process.*
2. *The programme lacks clear strategy comprising attainable key performance indicators and realistic time trials in terms of adopting new teaching approaches and generating new educationa content*
3. *The programme should also clearly stipulate its human resources policy, especially if the programme is keen on expanding the number of permanent staff by means of external and project-based financing*
4. *Upgrade the current framework that ensures that evaluations covering students and external stakeholders have a considerable impact on staff promotion and adaptation of the study programme to the changing realities*

**2.4 Educational process content**

The curriculum covers a broad range of qualifications and skills required to work in public, private and civil society sector. Based on interviews and discussions with former graduates, they are generally satisfied with the educational content. However, they point out to the need of improvement with regard to methodological skills offered by the programmes. Furthermore, the interviews and discussion with employers reveal generally good transversal skills on behalf of graduated students, especially compared to graduate students from other areas of social sciences. However, they would welcome more practical skills on behalf of students that would make them even more attractive in the eyes of potential employers in the private sector.



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Substantially fulfilling standard 4.1 requires some reform of the study programme. Despite of the fact that the programme boasts interdisciplinarity, there is not enough of a coherent blend of law, politics and economics of EU integration present in the programme, which makes the backbone of all highly competitive European Studies programme worldwide. The concrete mix of covered topics and expected learning outcomes make students relatively employable in the public sector, particularly in public administration, but not that much in positions demanding quantitative skills such as cost-benefit analysis, policy evaluation, writing policy memos related to economic impact of EU integration and conducting negotiations.

Having in mind standard 4.2, external experts' opinion is that individual components of the programme are not combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning. Requirements and concrete actions in how to achieve this standard are very thoroughly addressed in the following passages. External experts deem that this standard constitutes one of the most pressing challenges facing this study programme.

The syllabuses provided reveal different levels of course quality. As a part of the MA programme there are some very well-designed courses such as: EU as a deliberative power, EU Common Foreign and Security Policy, EU Counter-Terrorism and Security Policies, European Public Policy and Governance, E-Governance and Comparative Systems of Public Administration. However, the programme has at times built-in redundancies which basically duplicate educational content (CFSP and EU Security Policies offered within two separate courses). Furthermore, Comparative Systems of Public Administration and Public Policy and Governance should be slightly better aligned and greater emphasis should be put on the governance processes in the EU. Finally, EU Common Foreign and Security Policy is a rather well-crafted course but it should rely on more up-to-date literature. Furthermore, EU Common Foreign and Security Policy course could profit more from the use of simulations and workshops since its content is quite conducive for this way of teaching.

On the other hand, the external experts deem that the programme clearly lacks a course providing students with the basics of EU economic integration such as EMU, EU budget, cohesion policy, European Semester, economic governance, etc. Without similar course in the curriculum students are not able to grasp key economic challenges facing the EU and critically think about potential solutions and coping strategies. Therefore, the MA programme must introduce one or two courses covering the aforementioned issues, e.g. Economics of EU Integration or Political Economy of EU Integration. This kind of course could be very





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conducive for student-centred learning since students could be assigned various institutional roles in workshops or simulations spanning a range of issues such as managing the fallout of financial crises, passing the EU's Multiannual Financial Framework and yearly budget, introducing economic sanctions or developing new tools against economic coercion by external actors. This course should be incorporated into the first semester. On the other hand, Theories and Practice of Public Administration should become an elective course. It is a very useful course but it could significantly profit from connecting the theory with administrative developments within the EU (given the programme's name European Studies and Public Administration), such as centralization/decentralization debate, devolution, cases of administrative reform and political opposition to it. Therefore, the course does not sufficiently tackle practical issues.

At the same time, the course which could build on this introductory course in Economics of EU integration is the course titled Globalization, governance and (dis-) integration (3rd semester). It could be renamed in a course Globalization and EU as a Global Player and should focus on EU's role in trade, financial, political, environmental and cultural globalization. In its existing form it is a blend of various issues which are not coherently aligned. By changing name and modifying its content it could make a great contribution to students' understanding of the key challenges of our time.

Besides lacking introductory course covering economics/political economy of EU integration, the weakest spot in the first semester is to be found in the Research Methods and Analysis course, since it insufficiently equips students with quantitative tools necessary to conduct a research. According to one former graduate, the programme lacks a course that would equip students with intermediate quantitative research methods, which constitutes an obstacle for students willing to undertake a quantitative style research for the preparation of their final thesis, as well as when they plan to enroll PhD programmes in Political Science at foreign universities. The existing course format mixes two separate topics, Academic Writing and Research Methods and Analysis. It is rather odd that students are offered basics of academic writing at such a late stage in their study path. Instead, the course should introduce some basics in Linear or Multiple Regression Analysis.

Theories of European Integration is a very useful course. However, it should refresh syllabus with literature of a newer date since the latest handbook or reading material was published only in 2009. Furthermore, the application of integration theories to the pressing challenges facing the EU (eurocrisis, migration crisis, Crimean crisis, etc.) should be more visible. Namely, too



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big of an emphasis is being put on presenting students with various theories while there is too little application of those theories to the real-world challenges.

The course EU Institutions, decision-making and EU Law should either avoid EU Law in the course name since the topic of EU Law has not been widely addressed in the syllabus, or it should put greater emphasis on this important topic. I would recommend the latter option, and the best option would be to offer EU Law as an elective course.

Leadership and Management Skills is a useful course but in this format, it does not add up to the programme and is not directly related to the Europeanisation. It is rather unclear to external experts why students are not instead equipped with a concrete skill set of how to apply for EU grants and scholarships and how to write a project application. It is often mentioned that one of the goals of the programme is to enhance the quality of Kosovo's public administration. Therefore, increasing Kosovo's absorption capacity with regard to the Instrument for Pre-Accession Assistance, and one day in the future to the ESIF allocations, could be achieved by introducing some elements of project management and evaluation. Finally, EU and Kosovo course should put greater emphasis on developing a comparative framework to nest Kosovo's EU integration path within broader regional context.

In the second semester EU Law and Public Administration should avoid duplicating content from other courses such as EU Institutions, decision-making and EU Law and offer more content with regard to the work of ECJ, Court of Auditors and recently founded EPPO. Furthermore, EU Integration Policies towards the Western Balkans syllabus does not offer a clear overview of topics covered during the semester. It also misses to mention key instruments at disposition to the EU in pre-accession negotiations such as the conditionality principle and the efficacy of anchoring it within the enlargement process. Furthermore, the course could profit from outlining various tools available to the EU in an attempt at Europeanisation of public policies and at improving the quality of democracy in the region, both prior to and after accession. Professor Jehona Lushaku's expertise could be well-used in this kind of course transformation.

In the second semester the weakest link is to be found in the course European Intercultural Communication. This is a course that lacks clear purpose within the programme framework, similar to Leadership and Management Skills. The course requires total overhaul since it does not tackle different cultural traditions within Europe and how they affect business strategies, as well as policy formulation and implementation. E.g. there is no mention of the Geert Hofstede's



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seminal work, as well as how culture might explain differences between different political economy and business models: Mediterranean, Scandinavian, Anglo-Saxon, Western European, etc.

Courses in the third semester are mostly well-adapted to the purpose of this programme but two courses need a significant overhaul. First, Civil Society and the European Union course should be restructured in a sense that it puts more emphasis on the role of interest groups and lobbying in the EU policy-making context. At least 40 percent should be amended and updated. The list of elective courses should be expanded. EU and Transitional Justice should be flanked by Comparative European Politics (comparison of various European electoral systems and how they affect governance). The abovementioned course is useful in itself but if put in the context of the whole programme with only 18 courses, there are far more important courses from standpoint of the overall programme that should be on offer to students. Hence, I would either suggest Comparative European Politics or EU Cohesion Policy.

Learning outcomes connected with standard 4.3. are mostly well delineated. However, they could more precisely mention concrete problem-solving skills offered to MA students, especially with regard to biggest obstacles on Kosovo's path towards European integration.

Standard 4.4 is largely satisfied. Detailed overview of 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. Syllabuses are very standardised in terms of expectations from students, set of student rights and obligations, etc.

When it comes to standard 4.5 MA in European Studies and Public Administration is not taught anymore in English and many students regret this change of tune on behalf of programme's management. This was extensively elaborate in the previous sections. Standard 4.6 refers to the student-teacher relationship as a partnership in which each assumes the responsibility of reaching the learning outcomes. Based on meetings and conversations with students currently enrolled in the programme, as well as on meeting with graduated students, one can get the impression that professors take the ownership of the learning process and invest considerable amount of energy in sticking to this standard.

Teaching strategies that are fit for different types of learning outcomes within the programme could be improved in severa regards, especially when it comes to the practical application of theoretical concepts related to European Studies and Public Administration in the form of various simulations and workshops. Therefore, standard 4.7 is addressed in an unsatisfactory



manner.

In relation to standard 4.8 a detailed analysis of all available syllabuses on behalf of external experts points out to a conclusion that student assessment mechanisms are to a large extent conducted fairly and objectively. They are appropriate for the different forms of learning and are clearly communicated to students at the beginning of courses.

After taking into account all the syllabuses one can conclude that the programme is in accordance with 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.

Standard 4.10 is fully met and policies and procedures that include actions to be taken in dealing with situations where standards of student achievement are inadequate or inconsistently assessed are in place.

In relation to the standard 4.11 it would be advisable to establish more coherence between internship and the final thesis. It is also necessary to have a clear evaluation form for every internship to achieve equitable workload and comparable learning outcomes across various internships. External experts have the impression that the procedure has too many *ad hoc* elements.

Given standard 4.12. that covers the signing of cooperation agreements, contracts or other documents with institutions/organisations/practical training units, the programme needs a significant improvement. First and foremost, this refers to the transparency of partner institutions, criteria for their inclusion on the list of partner institutions, systematisation of students' obligation during 1-2 month long internships, etc. One should definitely ensure that students are exposed to a stimulative learning environment and that they are not used as a cheap labor force for repetitive tasks. External experts deem that ECTS credits for internships and the very concept of internship are not adequately linked to other teaching and learning activities, or they were not presented in such as fashion.

Standard	Compliance	
	Yes	No
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'		X



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

**ET recommendations:**

- 1. Reform of the programme's curriculum is needed in order to better balance legal, economic and political aspects of European integration and public administration. The current format is not satisfactory from the standpoint of interdisciplinarity. At times, external experts get the impression that certain courses are part of the curriculum just in order to satisfy the form and in some cases are primarily modelled on academic staff's preferences instead of a broader assessment of what makes a congruent and cutting-edge programme, tailored to the needs of Kosovo's goal of European integration.*
- 2. More emphasis should be put on interactive teaching strategies which enable student-centred learning (workshops, simulations, etc.)*
- 3. The practical and generic skills offered to students should be better aligned with Kosovo's overarching goal of reaching a higher levels of Europeanisation. Increased absorption capacity of pre-accession and post-accession programmes financed by diverse EU funds, as well as successful positioning of Kosovo's strategic goals within the wider context of European integration would be far easier if more emphasis were*



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*put on key public policies covered by EU budget and EU decision-making processes such as: agricultural, cohesion, educational, scientific, cultural, transportation, climate policy, etc.*

4. *Internship process is too vaguely and ad hoc defined. In spite of providing a list of internship partners (without samples of agreements), the MA programme should expand the list of institutional partners in the public, private and civil society sector, all of which offer to students useful and comparable platforms for conducting research and obtaining practical skills in the chosen field of their academic pursuit. Ministry for European Integration; Ministry of Foreign Affairs, Ministry of Public Administration; Gesellschaft für Internationale Zusammenarbeit (GIZ), Kosovo Democratic Institute (KDI), Institute for Development Policy (INDEP) are all mentioned as internship partners. However, this network needs further expansion. If one divides the number of students with the number of listed partners, one gets the ratio between five and six. There is reasonable doubt that a single partner can productively host five to six students every year and this ratio should be either diminished by signing more internship agreements or by transparently listing every single partner which proves that this ratio is not too high. Internship needs to be fully integrated into monitoring and quality management processes.*

## 2.5 Students

The admission procedure is clear and transparent, It also applies to all students. All students enrolled in the study programme have evidence of a completed four-year high school. The study programme groups are tailored to ensure an effective and interactive teaching and learning process. Students receive feedback after the exam and have the ability to inspect the test. There is also a procedure of appeals to teacher behaviour. However students were not able to provide an example of a situation when the decisions were formally appealed. Students can use consultations to talk to the teacher about learning materials or about writing a written work. In a discussion with the management and teachers, there were observed some difficulties such as the absence of adequate literature, which is mostly in English language. There is an established model for the flexible approach to students in a special situation (minorities and disabilities) and learning schedule is adopted for working students. Neither the Faculty of Philosophy, nor MA programme under review do have plagiarism detection software, so they most rely on teachers who need to check the originality of students' work, which requires a tremendous effort. The transfer of students from another institution is regulated by internal rules and procedures. Teachers hold regular and occasional consultations for students and the



consultation time is announced in advance.

<i>Standard</i>	<b>Compliance</b>	
	<b>Yes</b>	<b>No</b>
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	
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**Compliance level:** Substantially compliant

**ET recommendations:**

- The University is strongly recommended to purchase software for plagiarism checking*

**2.6 Research**

Unfortunately, requested documents on financial planning and budget were not made available in English after being requested per student expert in communication with KAA. There is no explanation on the self-financing part of funding originating from the University’s coffers. One can hear many times throughout the self-evaluation report that financial resources are a major hindrance to improving research output. However, there is no clear plan on how to alleviate this constraint. In conversation with academic staff, one could hear that students have SPSS and NVivo software packages at disposition. However, it was mentioned that students are not that keen on using those packages. Based on careful examination of listed peer-reviewed articles and book chapters, it is quite obvious that academic staff is also not oriented towards using quantitative methods. This kind of orientation could be easily changed even without major influx of new funding. In that regard, academic staff should invest more of their time and energy into methods training and their consistent application in their research designs. Therefore, standard 6.1 has not been reached.

Teaching staff should be obliged to publish more in internationally relevant journals and with prestigious publishing houses. It is commendable that there is a change of organizational culture observable to external experts over the last couple of years since those targets have been established. However, the total number of published articles in Scopus/Web of Science databases has been quite low. There are only 15 articles or 1,36 per one permanent member of the academic staff. In addition, their distribution among permanent academic staff has been quite skewed as well. In terms of number of articles per capita there are examples of a stellar performance such as that of Dr. Adam Beha. He published 4 out of 15 Scopus articles, while 5 members of academic staff did not publish any article indexed in Scopus/Web of Science and this should be remedied over next couple of years. The same applies to the distribution of citations in Google Scholar. Dr. Beha contributed to more than half of all citations. In order for the programme to achieve excellence, more engagement on behalf of the rest of academic staff is needed. It is to be seen whether the failure to fulfill those goals will bear any significant



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consequences for those members of academic staff that might be underperforming. There is no clearly specified reward or sanction mechanism in place. In conversation with programme leaders it was mentioned that professors who manage to meet those targets can obtain financial remuneration. It would be advisable to provide details with regard to this scheme. Hence, standard 6.2 remains quite elusive and needs to be improved over the next couple of years.

Standard 6.3 refers to clear policies that should be established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program. The self-evaluation report only mentions difficulties with regard to obtaining international grants and projects. Therefore, description covering the above mentioned policies is largely missing. Besides, the statement underlining competitive international environment should not be used as an excuse for missing out on existing opportunities. It is necessary to set clear priorities in terms of research topics and potential academic partners, and work as a part of an international consortium to maximise chances for success (standard 6.3).

As was already mentioned in the passage elaborating on standard 6.2, the problem remains relatively low scientific productivity, which is probably the result of a too much teaching burden at the bachelor's level. It is of utmost importance to create an additional table mapping all publications over the course of the last five years in order to increase transparency. This would enable external experts to more easily differentiate between total scientific productivity (achieved during the whole academic career on behalf of all members of academic staff) and of scientific productivity recorded over the last five years. Overall, 21 monographs and 15 Scopus/Web of Science papers since the launch of the programme in 2011 (as stated during the meeting with programme management) would add on average 2 publications per academic staff member over the course of 10 years. Certainly, there have been other publications in second-tier journals but programme management should have collected and aggregated all those data. In the current format, standard 6.4 has been mostly met and publications are mostly paired with courses taught on behalf of the academic staff.

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. Therefore, this standard (6.5) has been mostly achieved.

As far as the standard 6.6 is concerned, research is largely validated through their publication in the country's and international scientific research journals. Based on syllabuses provided, academic staff regularly participates in numerous conferences and seminars.

The requirement to publish at least one research paper in an internationally indexed journal (Scopus/Web of Science) is not specified into details. It is not discernible over how many years this research output should be published. If this corresponds with 5-year long tenure of academic staff, than this indicator is simply set too low and every senior member of academic



staff (from assistant professor to full professor) should publish two articles indexed in Q2, Q3 or Q4 or one article indexed in Q1 during the time span of five years. Therefore, this standard needs more clarification and requires more ambitious targets.

After a detailed check, one can say that academic staff publishes their research on their behalf and their CVs have mostly included detailed information about publications, projects, scientific works, participation in conferences, relevant trainings. Even though, standard 6.8 is met, it would be highly advisable to standardise CVs of academic staff on Faculty's webpage. Namely, some CVs are available in English and some in Albanian. It is recommendable to have both versions for every single member of academic staff. The same could be said for standard 6.8 (which repeats in the KAA's manual twice, probably due to typing mistake). One can conclude that 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.

The discussion on standard 6.9 remains rather short. In the self-evaluation report there is a formulation: *The University has clearly defined the rules regarding the ownership of scientific creation and has also imposed punitive measures for its misuse.* However, there is no further mentioning of the punitive measures and core tenets of this framework. Hence, the standard covering IPR needs to be elaborated more clearly.

Finally, standard 6.10 merits more scrutiny. In the self-evaluation report it stated that: *The MA study program in European Studies and Public Administration (ESPA) will offer students the opportunity to engage in research and science projects as part of study programs and graduation requirements.* This is a normative statement that invokes many questions on its face-value. Since there are no examples provided which would encompass academic papers co-written by professors and students or the role of students in data collection/research preparation, one cannot reasonably claim that this standard has been accomplished. This remains an important homework for the programme management, in preparation for future re-accreditation process.

<i>Standard</i>	<b>Compliance</b>	
	<b>Yes</b>	<b>No</b>
<i>Standard 6.1.</i> 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



<i>Standard 6.2.</i> 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
<i>Standard 6.3.</i> 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
<i>Standard 6.4.</i> The academic staff has a proven track record of research results on the same topics as their teaching activity.	X	
<i>Standard 6.5.</i> 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	
<i>Standard 6.6.</i> Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.	X	
<i>Standard 6.7.</i> 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
<i>Standard 6.8.</i> Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.	X	
<i>Standard 6.8.</i> 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	
<i>Standard 6.9.</i> Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	X	
<i>Standard 6.10.</i> Students are engaged in research projects and other activities		X



**Compliance level:** Partially compliant

**ET recommendations:**

- 1. The study programme needs more ambitious research targets for academic staff, with precise rewards and sanctions for those meeting/not-meeting those targets*
- 2. In order to achieve better visibility and international reach, there should be a separate webpage with listed publications of programme's staff as well as their CVs in English and Albanian.*
- 3. The programme should invest considerable energy in becoming a part of international research networks for two main reasons. First, tackling the problem of budgetary constraints for innovative research agenda. Second, enabling dissemination of best-practices that would significantly improve the quality of research output, and as a consequence the quality of teaching.*
- 4. The program should develop and implement measures for better involvement of students in research activities. It would be advisable to do that in cooperation with other study programmes in Kosovo such as law, economics, etc. In that regard the idea of establishing an interdisciplinary empirical research centre comprising multiple stakeholders comes in as a handy tool to gather and give opportunity to students with particularly well-developed analytical skills. Students could play a significant role in collecting data, creating various databases and conducting an early-stage research, especially those students willing to enrol PhD programmes at a later date.*
- 5. The programme should also have a clear policy and precise formula for grant allocation between Faculty of Philosophy/MA in European Studies and Public Administration on the one hand, as well as individual researchers on the other hand. Financial incentives could play a great motivational role for early and mid-career researchers willing to dedicate significant amount of their time to managing and participating in various national and international research projects. This could prove as a win-win situation for both individual researchers and all academic staff involved in the programme's implementation.*



## 2.7 Infrastructure and resources

From the information that was presented prior to meetings, as well as the discussions during meetings, it can be inferred that the Department of Political Science has quite a modern and suitable infrastructure for the implementation of the BA and MA programmes. This includes the library, as well as suitable classrooms. Each classroom is equipped with whiteboards, computers and projectors. Institution has conference space, lecture rooms, software and library equipped with reading rooms, journals and books. Students and teachers have access to e-libraries and it is praiseworthy that the programme has a subscription to Elsevier and Science Direct. The number of seats available in lecture and reading rooms are appropriate for the number of enrolled students. The literature available to the Faculty's library meets the curriculum needs of the existing programme. However, difficulties are sometimes encountered with regard to having access to the literature in Albanian. During academic year 2019/2020 the library was enriched with hundreds of book titles, that had been provided as donation by the Kosovo Academy of Sciences and Arts, the Albanian Academy of Albanological Studies and the Kosovo Albanological Institute. The Faculty of Philosophy, within the framework of given budgetary constraints, allocates an annual fund for the purchase of new titles, giving preference to the literature which is included in the curricula. Infrastructure and facilities responded to the requirements for disabled persons needs. The Faculty's library is not connected to libraries of other academic institutions in Europe, so students do not have adequate access to e-sources. There are also no necessary technical solutions available in classrooms, that serve as a precondition for enabling distance learning and teaching.

<i>Standard</i>	<b>Compliance</b>	
	<b>Yes</b>	<b>No</b>
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	
Standard 7.3. The higher education institution must demonstrate with	X	



<p>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> <p>a) owned or rented spaces adequate for the educational process;</p> <p>b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities;</p> <p>c) adequate software for the disciplines of study included in the curriculum, with utilisation licence;</p> <p>d) library equipped with reading rooms, group work rooms and its own bookstock according to the disciplines included in the curricula.</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>	X	
<p>Standard 7.5. The education institution's libraries must ensure, for each of the study programs:</p> <p>a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program;</p> <p>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;</p> <p>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;</p> <p>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;</p> <p>e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.</p>		X



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Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs	X	
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**Compliance level:** Substantially compliant

**ET recommendations:**

- 1. Make more efforts to connect library with European university libraries network to offer more e-sources to teachers and students.*
- 2. Offer broader range of available databases and journal subscriptions.*
- 3. Improve distance learning capabilities.*





### 3 OVERALL EVALUATION AND RECOMMENDATION OF THE ET

In conclusion, the Expert Team considers that the MA in European Studies and Public Administration study programme offered by University of Prishtina is substantially compliant with the standards included in the KAA Accreditation Manual. If one takes all standards into account, this programme fulfills approximately 70% of them. However, by identifying key recommendations as espoused in this report, as well as by steady commitment to their implementation, reaching the fully compliant grade by the time of the next re-accreditation should be set as an attainable goal.

<b>Standard</b>	<b>Compliance Level</b>
Mission, objectives and administration	Partially compliant
Quality management	Substantially compliant
Academic Staff	Substantially compliant
Educational Process Content	Partially compliant
Students	Substantially compliant
Research	Partially compliant
Infrastructure and resources	Substantially compliant
<b>Overall Compliance</b>	<b>Substantially compliant</b>

The following recommendations need to be considered in relation to programmes re-accreditation:

1. A number of grammatical, translation, spelling and formatting errors have been recorded across all sections of original self-evaluation report the programme in question. Unfortunately, this often impeded understanding and could raise further questions. This is particularly important when it comes to illustrations and tables, which sometimes lack necessary clarity and simplicity.



2. The MA in European Studies and Public Administration must introduce classes in English, as advertised in the self-evaluation report.
3. For achieving greater publicity about departmental research activities, it is recommended that a separate faculty home page with Research section, identifying priority research directions for each Programme is created. Information about student opportunities for applying for independent research grants and funds from the external donors should be included into the same dedicated area; as well as clear policies clear policies for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program are provided. The same is true also for other homepage sections, more detailed information on at least two languages (including English) is strongly recommended.
4. It is of utmost importance to establish a database covering precise workload of every single staff member (teaching hours, participation in scientific projects, number of supervised students, etc.). In the long run this should lead to more equitable and transparent distribution of work within the programme. Furthermore, it would also bear a positive impact on the quality of teaching and supervision process.
5. Reform of the programme's curriculum is needed in order to better balance legal, economic and political aspects of European integration and public administration. The current format is not satisfactory from the standpoint of interdisciplinarity. The current curriculum has several weak spots such as missing two courses on Economics of European Integration/Political Economy of European Integration and EU Economic Governance. It also lack a strong methodological course and Research Methods and Analysis needs a significant upgrading to equip students with a precise set of statistical tools which enable them not only to read scientific papers but also prepare their own research qualitative and quantitative designs. The programme also needs to put more emphasis on certain EU public policies that are of vital importance to Kosovo's Europeanisation goals.
6. More emphasis should be put on interactive teaching strategies which enable student-centred learning (workshops, simulations, etc.)
7. The University is strongly recommended to purchase software for plagiarism checking.
8. Internship process needs a more precise and transparent framework.



9. Students and external stakeholders should be better engaged in quality management processes and evaluation needs more transparency, primarily in terms of publicly published results and concrete steps to alleviate potential underperformance on behalf of certain staff members.
10. The programme lacks a clear strategy with attainable key performance indicators and realistic time trials. Normative statements should be supplanted by clear KPI and proposed tools to meet them.
11. The study programme needs more ambitious research targets for academic staff, with precise rewards and sanctions for those meeting/not-meeting those targets. The existing research output is still quite modest, despite signs of improvement over the last couple of years. The academic staff should definitely boost their number of Scopus/Web of Science publications and citations. Besides Google Scholar citations, one should strive for more valuable form of citations which are harder to obtain. These are exactly Scopus/Web of Science citations.
12. The programme should improve its distance learning capabilities and ensure a broader access to cutting-edge scientific literature. It should also increase a production of textbooks which are obligatory for programme's courses.

All in all, we recommend to re-accredit the above study programme for a duration of **three** years with **40** students to be enrolled in the programme. We hope that in three years time the programme will make a significant progress and constitute one of the best European Studies and Public Administration programmes in the region. There is a substantial potential at hand but it needs to be complemented with more efforts based on both realistic strategy and KPIs. We also hope that the MA programme's quality improvement will reflect positively on Kosovo's perspectives with regard to European integration.



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Republika Kosova - Republic of Kosovo



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

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### **Expert Team Members**

**Kristijan Kotarski, PhD, Assistant Professor**

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Signature

Kristijan Kotarski

24.04.2021.

**Artur Tventarnii (student expert)**

.....  
Signature

Artur Tventarnii

24.04.2021.

#### **4 APPENDICES (if available)**

*None*