UNIVERSITY "FEHMI AGANI" GJAKOVE
FACULTY OF SOCIAL SCIENCES

SOCIAL CARE AND WELFARE

PROGRAM EVALUATION

FINAL REPORT OF THE EXPERT TEAM

March 29, 2021

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1.1. Context

Date of site visit:

Programme Accreditation Procedure at University "Fehmi Agani" Gjakove, Faculty of Social Sciences
Date: 10th of March 2021

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Sources of information for the Report:

- Self-Evaluation Report (SER) submitted by University "Fehmi Agani" Gjakove
- Website of the University "Fehmi Agani" Gjakove
- Information obtained during the site visit
- Meetings conducted with the management of the institution, teaching and administrative staff, graduates, external stakeholders and employers of graduates
- Video submitted by the University for presentation of the facilities
- Academic Staff`s CVs
- Syllabi
- Appendixes
- Faculty of Social Sciences' Financial Plan

Criteria used for institutional and programme evaluations

- *KAA Accreditation Manual*

1.2. Site visit schedule

Site Visit Program

10th March

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

09.45 – 10:55   Meeting with the heads of the study programme

11:00 – 11.40   Meeting with quality assurance representatives and administrative staff

11.40 – 12:20   Lunch break

12.25 – 13.15   Meeting with teaching staff

13.20 – 14.00   Meeting with employers of graduates

14:05 – 14:15   Internal meeting of KAA staff and experts

14:15 – 14:30   Closing meeting with the management of the faculty and program

A brief overview of the institution and program under evaluation

The University "Fehmi Agani" in Gjakove (UFAGJ) is a public university established on March 06th in 2013. It offers study programs on a bachelor level through its four Faculties, Faculty of Education, Faculty of Medicine, Faculty of Philology, Faculty of Applied Science. It operates in three facilities with 11697.5 m2 of utilized area, and the experts had the opportunity to see it through the videos posted on You Tube (https://bit.ly/3cYdoQR). 2869 students are enrolled in the study programs organized according to the Bologna system, three years with 180 ECTS, respectively 4 years with 240 ECTS at the bachelor level.

According to the University`s Strategic Plan 2021-2025, the University`s goals are to be a model of financial and institutional sustainability, becoming transformed into a regional leader in humanities and medical sciences. Its mission is the creation, promotion and transformation of

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knowledge through contemporary methods of teaching and research, fostering student enthusiasm, and promoting academic integrity. The University offers academic and research experiences by collaborating with the community and contributes to the social and economic development of the country and the region, through unique and quality study programs. The University`s vision is to be a public institution of higher education that through continuous development and transformation offers studies in humanities and medical sciences, where teaching, learning, and scientific research are adapted to the socio-economic development needs of society.

The newest faculty, Faculty of Social Science, which first program "Social Care and Welfare" is a subject of accreditation, was established in 2019. Its establishment is the result of the market research and the analysis of the needs of institutions dealing with social care and welfare, according to the SER. The Faculty`s vision is to prepare future leaders for working in governmental and school institutions, and NGOs. One of the Faculty`s missions is to enable students to acquire the needed skills and techniques for working in the sector of social services.

The program Social Care and Welfare`s mission is the promotion of the students' continuous research on development, human and universal values for social work, is to be a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and empowering and liberating people. 60 students are planned to be enrolled in this program.

2. PROGRAM EVALUATION

2.1 Mission, objectives and administration

The program is declared to be closely linked with the UFAGJ mission and vision statements. The UFAGJ has elaborated the mission which relates to all teaching, research as well as community reach. Concretely, the UFAGJ "is committed to creating knowledge through contemporary methods of teaching and research, promoting student enthusiasm and promoting academic integrity. The University offers academic and research experiences by collaborating with the community and contributes to the social and economic development of the country and the region,

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through unique and quality study programs" (SER, p. 14). This can be said, therefore, the defined mission statement includes all the three main pillars.

The mission of the UFAGJ is in line with the UFAGJ´s vision where teaching and research are also pointed out, and so-called third role is saturated mainly via the idea to adapt teaching, learning and scientific research to the socio-economic development needs of society.

The set of values that UFAGJ explicitly states in its SER can be seen as relevant and well acceptable to support the mission and vision of this HEI.

In case of the mission of the program under the evaluation, it is formulated as follows: "to promote to the students continuous research on development and human values, and universal values for social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion and empowering and liberating people. The principles of social justice, human rights, collective responsibility and respect for diversity are essential to the mission of social care" (SER, p. 28).

This can be concluded the study program mission is in compliance with the overall mission statement of the institution.

The program Social Care and Welfare was developed with the reference to the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.

The study program has a well-defined overarching didactic and research concept. The program is designed as modular with the set of obligatory subjects, and the offer of optional courses. The link between theory and practice is reached mainly in two ways – (1) by constructing individual subjects as an interlink of theory and its application; (2) by introduction of professional practice in the field. Similarly, research elements can be found in individual subjects (theories, research findings), and separately in some subjects (social statistics; qualitative analysis in social studies, for instance).

The UFAGJ has developed a set of formal policies, guidelines and regulations dealing with recurring procedural or academic issues. Analogically, they are prepared (sometimes in an adapted way in relation to the program Social Care and Welfare. These are made publicly available to the staff and

students. The UFAGJ provides a well-structured website which covers all the duties of publications the institution has. The transparency the UFAGJ provides in this case is very good. This way, stakeholders should be able to find relevant regulations, documents and statistics on the website.

It appears the UFAGJ has a decision-making system and internal operating regulations in agreement with existing legal provisions. The rules and regulations include especially those for studies, functioning of steering council, senate of the UFAGJ, organization and systematization of working positions, disciplinary procedures, ethical issues, and more. Decision-making structures include governing as well as organizational structure of the administration. The organogram indicates there is a certain tendency to emphasis central level at the UFAGJ, although faculty representatives claim they have sufficient access to influence relevant decision-making processes/decisions, and to pursue faculty´s needs and priorities. Also, the organogram does not clearly indicate a central position of teaching and research within the university.

In the documentation provided there are only partial indications that policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are/will be reviewed at least once every two years and amended as required in the light of changing circumstances.

Compliance level: substantially compliant

ET recommendations:
1. *Make sure there is permanent and explicit review process in place focused on policies and regulations in place related to the program.*
2. *Consider possibilities of decentralization at the UFAGJ´s management and organization (incl. budgeting). (This relates to the whole institution and was also stated within the recommendations in the institutional evaluation report.)*
3. *Consider structural and other possibilities to point out prominent position of teaching and research at the HEI. (This relates to the whole institution and was also stated within the recommendations in the institutional evaluation report.)*

2.2 Quality management

The University is dedicated to the establishment of a quality culture. The following documents are active for quality assurance: Regulation on Quality Assurance and Evaluation, Quality Assurance Activity Plan, Manual on evaluation of performance, quality and curricula, Standards of internal quality assurance for the University and Standards of internal quality assurance for the University.

The Regulation on Quality Assurance and Evaluation in the University of Gjakova in its article number 6 specifies that all actors of institutions (management, lecturers, science and research workers, collaborators, teaching-science council, commission, non-academic staff, and administrative services) are considered as internal users of quality assurance and institution improvement system. The crucial role in the quality assurance system is given to the Central Committee of Quality Assurance and the Evaluation and to the Quality Assurance Office (an independent structure under the umbrella of the Committee). From the appendixes sent with the SER, the experts had the chance to learn that the University is regularly asking feedback from the following target groups: academic staff, students, and employers (referring to the administrative staff). In addition, during the site visit, the experts learned that the Alumni are also requesting to provide feedback through questionnaires.

There is a lack of clear and specific information showing that the evaluation processes are included in the planning and the improvement. For example, the Strategic Plan 2021-2025 does not include information that within the planning phase the results from the evaluation process are integrated.

The main tools for quality assurance are the questionnaires for the above-mentioned target groups. The questionnaire for the academic staff includes general information, job conditions, and self-evaluation. It is worth mentioning that there is an additional tool when it is up to the collection of feedback for the performance and work of the academic staff- the inter-collegial evaluation. The inter-collegial evaluation is conducted through a questionnaire that includes an assessment of the collegiate cooperation and communication and ethical collegial behavior. Three different types of questionnaires for collection of data from students are available, one for evaluation of the administrative work and the two others for overall evaluation containing an evaluation of the teaching and learning, learning materials, quality and teaching methodology, teaching process, services, and infrastructure. Having this in mind we can conclude that the QA process deals with all program aspects. Moreover, the questionnaires do provide an overview of the quality issues for most of the program`s aspects, such as input, processes, and outputs, and in

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one of the questionnaires` templates, it can be noticed more questions for the learning outcomes. In addition, a specific focus on the learning outcomes is included in the questionnaire for graduates.

The questionnaires do include a place where the respondents might include proposals for improvements. The experts` team proposes including different tools through which special focus will be improved, such as focus groups.

The questionnaires for students, academic staff and graduates are used as a data collection tool. The whole process for data collection is conducted electronically. The data are stored and included in a database. Every document involved in the QA is stored with an aim to see the advancement and the progress made. The results of the evaluations summarized in a form of reports are publicly available even in English on the University`s website: https://bit.ly/3tOjYQy.

SER explains that the results of the internal quality assurance system are taken into account for the further development of the study program. In specific, this includes assessment results, student workload, academic success, and employment of the graduates. No specific examples can be pointed or expected since the program is a new one.

The Manual on evaluation of performance, quality and curricula specifies that each year each faculty prepares an evaluation report in which is expected an analysis of the results from the evaluation of subjects and teachers to be included together with information on quality assurance measures and a list of plans for improving quality. On the other side, according to the Manual on performance, quality and curricula the "Evaluation and monitoring of compliance with standards and of programs based on the instruments set out in the Quality Assurance Regulation, and in this guide is carried out periodically twice a year."

The document Standards of internal quality assurance for the University specifies that it can be reviewed and changed periodically. (https://bit.ly/3lRcgCs)

Compliance level: Fully Compliant

ET recommendations:
1. *Include the evaluation processes and their results in the planning and the improvement on a university and faculty level.*

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2.3 Academic staff

The University follows the following documents for employment of the academic staff: Law of the Labor Republic of Kosovo, University's Statute, respective ministry`s administrative instructions and regulations, and Regulation on the election and academic promotion. The SER provides a table with the information for the academic staff that includes name and surname, qualification, academic title, contract duration (starting and ending date), workloads, teaching, exams, counseling, administration activities, research. There are four Ph.D. holders among the academic staff for this study program. Moreover, the SER confirms that no academic staff covers more than 2 teaching positions.

As mentioned above, the table included in the SER shows that out of 28 academic staff in the study program, 12 are full-time employed and 14 are part-time. This means that the Faculty does not fulfill Standard 3.4, since it does not have at least 50% of the academic staff who are full-time employees.

The SER reports that the study program have employed only one full-time staff – Prof. Dr. for the planned 60 students who are expected to be enrolled in the program. Moreover, the study program employed 13 Prof. Ass., 8 Dr. Sc. and 5 Assistants. The minimum requirements for the full-time employed staff according to the KAA`s Standards are fulfilled.

The University has regulations for insuring additional professional development of the teaching staff. First, the quality assurance process is well-positioned to identify the possible and needed areas for improvement in the field of the teaching staff. Second the University has developed the Didactic Center for Teaching Excellence through which as stated in the appendixes, is providing services for the development of excellence by identifying, designing, and ensuring the development of professional skills in all elements of the academic role. It is expected that this Center provides training to the staff in terms of the identified challenges by the quality assurance process or upon request from the academic staff. As the experts` team learned during the site visit, the academic staff engaged in the program that is subject to accreditation were recently included in the training obtained by the Didactic Center. However, the experts` team does not have information proving that in cases where specific training needs are raised by the academic staff, the Didactic Center will provide such a training.

The promotion of the academic staff is regulated in the Regulation on the election and academic promotion. In the promotion of academic staff, the Faculties, Senate and Evaluation Committee

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are included. The Regulations declare that the promotion is not an automatic process, but it is competitive and praiseworthy for all positions. In accordance with the Statute of UFAGJ, the work published in the international scientific journal may be used for the purpose of appointment, reappointment, and promotion by the first author and the corresponding author.

The SER informs that the academic staff does have opportunities to participate in various regular meetings, study visits, workshops, mobility, international projects, and partnerships following the principle of equality. It is important to highlight that one of the weaknesses in the SWOT analysis the following is included: limited quotas for doctoral studies in the Republic of Kosovo. This is a serious challenge that should be addressed accordingly by the management team. Finally, it can be concluded that the staff does have a certain number of opportunities for additional professional development, especially when it is up to formal professional development. However, no specific information can be detected in terms of opportunities for additional professional development with special assistance given to those who are facing difficulties.

The SER and the appendixes are showing proves that the teaching staff is obliged to be available with the students for consultations. This was also confirmed during the site visit. However, no proves is showing the staff`s engagement at the community level. Having in mind that this is a new program such information cannot be available.

The teaching staff is evaluated twice a year by the students. In addition to this is the inter-collegial evaluation process that includes evaluation among the academic staff in the role of colleagues. Both processes are formal and conducted through questionnaires as explained in the section quality assurance. The results of the evaluation processes are compiled in reports published on the University's website. One of the reports can be found on the following link: https://bit.ly/3lRzDvO.

The University`s Strategic Plan 2021-2025 covers objectives related to teaching strategies and quality of learning materials. The document that covers explanation for the Didactic Center for Teaching Excellence specifies that the last training provided through the Center do included teaching strategies and participation in some experts who lectured in the field of quality management, ranking of institutions, scientific publication incredible magazine as well as the topic of plagiarism.

There are no specific data that the teachers are retired at a certain age limit. Several documents are showing that the University is following the national regulations in terms of the labor force. Out of that, it can be concluded that they are following the age limit. However, the CVs sent to the experts' team are showing that the academic staff is quite young.

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Compliance level: Substantially complaint

ET recommendations:
1. *The Faculty should engage more academic staff who are full-time employees.*
2. *Provide the staff with a chance to be involved in quality professional development opportunities.*

2.4 Educational process content

The program is developed with regard to the qualification objectives. It is built in such a way that subject-related as well as interdisciplinary aspects are covered. In the case of Social Care and Welfare it means there are several disciplines nurturing "the core curriculum" and naturally feeding the interdisciplinary nature, too (social work, psychology, educational science, incl. special education, economics, health issues, sociology, law, and more. A balance between theory and practice is also in focus. This way, disciplinary, methodological as well as generic skills and competencies can be developed. Consequently, one can assume the graduates will take up an adequate employment, the program will contribute to their own development, and also to the society.

The program Social Care and Welfare is in compliance with the National Qualification Framework and with the Framework for Qualifications of the European Higher Education Area. The individual components are combined in an acceptable way, the curriculum seems to be having its logic and certain degree of internal graduation. Of course, a relatively high number of subjects representing a variety of disciplines create a challenge of co-ordination and synergies within the study plan. Learning outcomes are defined in an acceptable way and in a sufficient quantity.

The disciplines within the program curriculum have syllabi which describe the subject, inform about its objectives and expected learning outcomes, forms of teaching, assessment methods and passing criteria, means to support teaching/learning in classes, the proportion between theory and practice and also the obligatory and additional literature. Such a set of information is sufficient. As stated in SER report as well as discussed during the interviews, one of the challenges seems

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to be availability of study literature in Albanian. While in some courses his does not seem to be a problem, in some others the obligatory literature is in English – the staff members explained their readiness to supply students with their own elaborated materials and with some other plans how to cope with this. Of course, in a longer run this needs to be solved more persuasively.

As for the student-teacher relationship, there is not enough information about plans how to make sure a joint responsibility of reaching learning outcomes will be assumed, learning outcomes explained and discussed with the students.

Teaching strategies, as indicated mainly in the syllabi, seem to be relevant for the learning outcomes, there seems to be a room for flexibility of working with the students, too.

Student assessment mechanisms are described clearly, and they are prepared to be used fairly and objectively, also they seem to be appropriate for the different forms of learning sought. There is no information about ways of informing the students, but Student handbook as well as syllabi contain relevant information on this matter.

Within the program, the plan is to use appropriate ways to verify standards of student achievement. These ways of work, as planned, are analogical to those used by other, positively regarded higher education institutions abroad.

In general, the UFAGJ was able to credibly ensure that the learning approach is student centred and interactive. The assessment procedures are clearly defined and provide a good check-up about the achievement of the intended learning outcomes. There are indications the same can be said about the program under evaluation, and this relates to policies and procedures to be taken in dealing with situations where standards of student achievement are inadequate or inconsistently assessed.

The study plan of the program contains the practice stage, too. While it is basically described in the syllabi, some elements would deserve more attention, for instance specification of learning outcomes, tutorial/mentoring support, proportion between theoretical and practical part of the study (2:1 in this case, too?), links of the practice to other parts of the study plan, and more.

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The UFAGJ has signed agreements with organisations where students could undergo their practical stays.

Compliance level: substantially compliant

ET recommendations:
1. *Make sure the study literature and other sources in Albanian language are available for the students*
2. *Make sure there is sufficient information available about plans how to make ensure a joint responsibility in reaching the learning outcomes will be assumed, learning outcomes explained and discussed with the students.*
3. *Make sure practical stays of the students are well prepared and integrated within the curriculum.*

2.5 Students

The experts did not meet students as part of the site visit having in mind the fact that the program subject of this accreditation is a new program and there are no students yet enrolled. Conclusions shared in this part are made based on the information provided in the SER and all provided documents active on a University and respectively on a Faculty level.

The Strategic Plan of the University specifies that there are 2869 students enrolled in the particular University. Students have their own students' organizations that have the right to be included in the Student Parliament and Student Councils. Students are represented on the Steering Council, the Senate and to councils of units with the right to vote, as well as in all permanent and ad hoc commissions established by all levels of management at the University. Students have their own newspaper, clubs and associations financially supported by the University. There are opportunities for students` scholarships which is acknowledged by the experts` team. Based on the decision of the Governing Council, the University issues a decision for announcing the competition for the allocation of university scholarships for the respective academic year, as reported in the SER and published on the University`s website (https://bit.ly/3sjrjY2).

A clear and formal admission procedure is included on a University level expected to be applied for the program that is subject for accreditation and within the framework of the Faculty.

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The University is following the requirements of the MEST in terms of the students` enrollment in the particular study program. A public call for students` enrollment is published on the website of the University https://uni-gjk.org/, in the printed and electronic media.

Two terms of enrollment are announced within an academic year. The Student`s handbook includes explanation about the selection of candidates based on the following: each candidate who passes the High School Graduation test enjoys the right to compete for university studies according to the legislation in force. In specific, the conditions for admission to basic - bachelor studies at the University are:
a.) Completion of high school (12 years of schooling) certified with a degree;
b.) Passing the state high school exam and
c.) Successful completion of high school with at least 12 years of schooling, certified with the relevant diploma obtained abroad, if the equivalence has been made with the high school state certificate. The decision on the recognition of the diploma and the equivalence is taken by the MEST.

In addition to this, each year the University opens a competition for students' transfer from other public or private universities. The SER shares that in 2020 there were transferred 28 students from other HEIs enrolled though this option in the particular University. This leads to a conclusion that the University has internal documents or students` transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.

During the side visit the experts learned that the students will work in groups in order to present their work and ideas because. The management of the Faculty shared that they will practice students centered and each group will have maximum 25 students. Their plans are to have 60 students for the particular study program who will be divided in 3 groups.

The number of consulting hours varied from 2 to 15 hours. However, among the syllabuses for elective and obligatory courses, there are such that do not include consultation hours. Example for such courses are Economic Policies and Social Services for trafficking victims. In addition, the SER specifies that every professor is obliged to announce a student consultation schedule at least once a week. The experts` team thinks that the consultation hours are important and are providing certain level of insurance that the students` will get the needed feedback on their performance and results of exams. Moreover, from the SER it can be concluded that there is an additional tool – evaluation minutes, for discussing the results of the exams in relation academic

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staff students. The results of the exams which are certified in a grade transcript, are kept in the Electronic Student Management System. (*Standard 5.5*). The Regulations on Quality Assurance and evaluation in the University are showing that the records of student completion rates are included in the quality indicators. In specific, the regulations are including the following areas of internal quality assurance are included: quality of teaching programs and processes; student centered learning, teaching and evaluation; evaluation of scientific research and educational activity; registration and advancement, recognition and certification of students; evaluation of student services; evaluation of administrative services; evaluation of teaching resources, learning sources and student support- textbooks, literature, library and cabinet of technology and few others.

The University`s goal is that all of its sectors should be on a service to the students. The SER shares information that the Faculty intends to have a flexible treatment for students in special situations.

The University has an anti-plagiarism system that will be used as a "safeguard" and for ensuring that the students` work is original. The Code of Ethics does not specifically include the anti-plagiarism as a topic.

The University has established system for protection of the right to academic appeals. There is an Appeals Commission through which the students can submit an academic appeal. The regulation for the Commission is published on the University`s website https://bit.ly/3frH1gn. The Faculty can work closely with the Students' organizations into promotion of the students` rights and obligations when the program will enroll students.

There is a tutorship/mentorship support functional on University level, as the experts learned during the site visit. There is a group of three professors and the professor assign tutors students who should support the students who need it.

The SER is pointing out a serious list of weaknesses related with the students such as lack of professional counseling for students; survival and financial sustainability and a weak institutional support in scientific projects, in the international aspect. The experts` team would advise the Faculty to develop a mitigation plan in this regard and be prepared in advance for addressing these challenges.

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Compliance level: Fully Compliant

ET recommendations:
1. *Consider the potential of consultation hours as important and providing certain level of insurance that the students` will get the needed feedback on their performance and results of exams.*
2. *The Faculty can work closely with the Students' organizations into promotion of the students` rights and obligations when the program will enrol students.*
3. *The experts` team would advise the Faculty to develop a mitigation plan in this regard and be prepared in advance for addressing these challenges.*

2.6 Research

The UFAGJ has adopted the Regulation on research activity in January 2020 and also the so-called "OPEN EYES" Research strategy for 2021-2025. The strategy also refers to the research plan with suggestions and approaches for participating in research collaborations. In addition, the UFAGJ has the Strategic Plan for 2021-2025. The Strategic Plan includes the Objective 3 on research, but it is combined with quality programs and teaching and, unfortunately, research is less clear, most ideas are focusing on teaching. The research development plan as stated in the Strategic Plan does not clearly describe specific indicators and benchmarks for performance targets. These shortcomings have potential consequences for the research related to the program under evaluation, too. The study program does not have sufficiently defined a concrete set of research objectives on its own, and these are not projected in the Strategic Plan of the UFAGJ.

The same can be said about financial plan. The UFAGJ has defined a research budget but it is rather general and does not reach the level of the program under the evaluation. There have been some particular supportive measures adopted, though – staff members of any program are financially rewarded for their publications indexed in some databases. This does not reach possible funding of the realization phase of research, though.

There are expectations for teaching staff involvement in research activities at the UFAGJ. In addition, in the Regulation on selection procedures for appointment, reappointment and promotion of academic staff in university of Gjakova "Fehmi Agani", clear expectations for

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staff are described: they include five main papers published in international scientific journals as first or correspondent author for full professor, up to three publications for associate professor, and one publication for assistant professor. Also, the teaching staff is encouraged to include in their teaching information from their research results.

Research is validated mainly through scientific and applied research publications. This can be said that the staff members are publishing, although more quality and more focus on social care and welfare issues would be beneficial for the program.

The UFAGJ document titled Regulation on intellectual property refers to mechanisms of use of intellectual property. In addition, the Steering Council adopted in 2017 the Code of ethics with ethical principles on research and knowledge. There is a room for improvement in the section on research and support staff participation in projects either theoretical or applied ones, as the current section included in the Code of ethics for research is very general and limited.

The plan for inclusion of students into research is not developed yet.

Compliance level: Substantially compliant

ET recommendations:

1. *Make sure research is sufficiently and in a complex way (incl. indicators, benchmarks, financial plan, and more) represented in the strategic documents of the UFAGJ, and there is a room in it for Social Care and Welfare program-related research, too, if this program gets accreditation).*
2. *Consider a possibility to direct financial incentives to the phase of conducting the research, not only publishing the research results.*
3. *Make sure the Code of ethics of the UFAGJ covers concretely and in a complex way the issue of research.*
4. *Develop a more complex research plan for the program Social Care and Welfare.*
5. *Develop a plan of realistic inclusion of students into the research.*

2.7 Infrastructure and resources

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From the UFAGJ documentation the expert team had available, and also from the interviews we can assume an adequate long-term implementation of the study program is ensured as concerns premises, human resources and equipment.

Also, the financial plan developed at the level of the study program indicates the sustainability of the study program for the next three years. The plan is meant for "scientific research, purchase of literature and teaching materials", and a total sum of 25.000/27.500/30.250 EUR is envisaged for the next three years. There seems to be some more money potentially available for the program: "In addition to these funds from the University budget, the Subsidies category may also use 100.000 EUR for direct needs for the University programs, staff and students" (SER, p. 77). The financing is rather centralized at the UFAGJ, and it is not easy to get a fully clear picture about financing of the programs.

The UFAGJ has provided the link to the video about the facilities. They seem to be adequate, in principle accessible and include reliable systems.

The UFAGJ seems to have in principle sufficient spaces and infrastructure, incl. IT support for the study program under the evaluation. As for the materials, the room for improvement is to be seen especially in availability of the study literature in Albanian, as stated already earlier in this report. It is important to mention, though, that the UFAGJ has a partnership agreement with the National Library; in addition, different books, magazines and other teaching materials within University Library represent a total of 2047 titles and 4493 copies of books. Staff and students have also access to the services of the Association of Electronic Libraries of Kosovo. The libraries at the University of Gjakova "Fehmi Agani", in which two officers work, provide services all the time for students. Libraries are open every working day from 08:00 and 16:00 for reading in the room. Students can use the books within working hours and access electronic resources through computers.

The UFAGJ has an electronic student management system and servers for personnel, finance, IT. There is an institutional interest for a contract to be implemented signed with an economic operator, to provide modern computer network infrastructure.

When evaluation the UFAGJ as the institution (within the framework of institutional evaluation), it appeared the UFAGJ uses questionnaires that are filled in by students, academic staff and administration in order to provide feedback on the quality of facilities. It is important to mention that what students would like to have more developed is a small canteen and more books available. Also, recreational spaces within the facilities were mentioned both in the SER, and during the interviews.

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At the same time, a lot of room for improvement is in the area for students with special needs. It is important to find current solution (such as organizing activities at the first floor), but some concrete investment is also needed in learning materials and equipment.

Compliance level: Substantially compliant

ET recommendations:
1. *Consider possibilities to make financing of the program even more concrete than it is provided in the SER.*
2. *Make sure SEN students have free access to the facilities.*
3. *Invest in some learning resources for students with special needs.*

3 OVERALL EVALUATION AND RECOMMENDATION OF THE ET

In conclusion, the Expert Team considers that the bachelor program of Social Care and Welfare proposed by the UFAGJ is substantially compliant with the standards included in the KAA Accreditation Manual and, therefore **recommends accrediting** the above study program for a duration of **three years** with **60 students** to be enrolled each year.

Standard	Compliance Level
Mission, objectives and administration	Substantially complaint
Quality management	Fully compliant
Academic Staff	Substantially compliant
Educational Process Content	Subtantially compliant

Students	Fully compliant
Research	Substantially compliant
Infrastructure and resources	Substantially compliant
Overall Compliance	**Substantially compliant**

Expert Team

Chair

	Milan Pol	
(Signature)	(Print Name)	(Date)

Member

	Marija Vasilevska	**29.03.2021**
(Signature)	(Print Name)	(Date)

Member

(Signature)	(Print Name)	(Date)

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Member

_____

(Signature)   (Print Name)   (Date)

Member

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(Signature)   (Print Name)   (Date)

Member

_____

(Signature)   (Print Name)   (Date)