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**PUBLIC UNIVERSITY “KADRI ZEKA” GJILAN
FACULTY OF EDUCATION**

**MA PROGRAM: TEACHING AND CURRICULUM
ACCREDITATION**

REPORT OF THE EXPERT TEAM

Zagreb, May 2021



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1. INTRODUCTION

1.1. Context

Date of site visit: 14th May 2021, ZOOM conference meeting

Expert Team (ET) member:

- *Prof. dr. Josip Burušić*

Coordinators from Kosovo Accreditation Agency (KAA):

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

Sources of information for the Report:

- *Self-evaluation report and annexes (in total 135 documents including Strategies, Statutes of the UKZ, Regulations, Guidelines and Manuals, Agreements and Cooperation Contracts, Academic Staff CVs, List of Publication, Course Syllabi).*
- *Discussions during the online site-visit*
- *KAA Accreditation Manual 11.07.2018*
- *Additional requested and received documents after the site-visit*

Requested and received documents after the site-visit:

- *Missed Syllabi of some courses included in the Program.*
- *Missed CVs for academic staff*
- *Example of a quality report from Office for academic development*
- *Results of surveying schools, and school principal who participated in QA – Survey with an example of produced report*
- *Information about professors/academic staffs' involvement in the programs of the Faculty of Education, UKZ and another high educational institution*



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Criteria used for program evaluation:

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

The following abbreviations are used in the present report:

ET - Expert team

KAA - Kosovo Accreditation Agency

OSV - On-site visit

SER - Self-Evaluation Report

UKZ - University “KADRI ZEKA” Gjilan

FED - Faculty of education at University of “KADRI ZEKA”



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1.2. Site visit schedule

14th May 2021

09.00 – 09.40	Meeting with the management of the Faculty where the program is integrated
09.45 – 10:30	Meeting with quality assurance representatives and administrative staff
10:35 – 11:35	Meeting with the heads of the study program
11:35 – 12:15	Lunch break
12:20 – 13:00	Meeting with teaching staff
13:05 – 13:45	Meeting with employers of graduates and external stakeholders
13.50 – 14:00	Internal meeting of KAA staff and experts
14:00 – 14:10	Closing meeting with the management of the faculty and program



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1.3. A Brief Overview of the Institution and Program under Evaluation

The Self-evaluation Report (SER) provides comprehensive information about Public University “Kadri Zeka” in Gjilan and Faculty of Education as UKZ constitutive part.

UKZ was established by Decision of the Government of Kosovo No. 118/03 on the 6th of March 2013, which was approved by the Assembly of Kosovo on the 30th of May 2013. The decision of the Assembly of Kosovo fulfilled the decades-long goal and work that has been done in Gjilan with higher education, since 1958 when the Teacher Training Centre was established (teachers training school). The establishment of UKZ made possible the involvement in university higher education of the largest number of students in Eastern Kosovo, the Presevo Valley (Serbia), the Kumanovo region (North Macedonia), and other areas of Kosovo. On the 10th of December 2020, the Assembly of Kosovo approved the Statute of UKZ.

Today, UKZ has 6 organizational units – 5 faculties and one university library. UKZ offered – 8 bachelor level and 2 master level programs, where more than 800 students are enrolled. Study programs are accredited by KAA or currently are in process of re-accreditation. In addition, UKZ designed and prepared six new programs - Teaching in Albanian Language and Literature (MA), Teaching and Curricula (MA), Systems Control and Artificial Intelligence (MSC), Management and Entrepreneurship (MSC), Legal- Criminal (MSc), EU Administration and Law (BSc), which are in a process of accreditation.

UKZ is a centralized and integrated university, and organizational units and function are mainly established at the university level. University management and administration are responsible for financing, employment, and promotion of academic staff. The UKZ is established and works in accordance with the Law on Higher Education of RKS, regulated by the Statute of UKZ, and by appropriate various regulations. The University consists of academic units, which are governed and administered in three main pillars: The Steering Council, the Senate, and the administration. The Rector represents the chief managing authority.

UKZ has drafted the Development Strategy and Action Plan 2017-2022, which was approved by the Governing Council in May 2017, where all strategic intentions are considered and summarized.

As stated in SER:

The vision of the UKZ is: the "Kadri Zeka" University in Gjilan has been created to serve the knowledge, education and well-being of Kosovo society and beyond. The university is the best opportunity for a society to educate and hold its members responsible for the basic values:



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freedom, the principles of democracy, the family, economic well-being, social peace and other humanistic values that underlie a society with great values.

The mission of the university is: The Temple of Knowledge which cultivates human love and affirms the principles of loyal competition. Preparing responsible and professionally capable young people to be part of a modern and global society that is a part of a wider market than traditional labor markets and at the same time, model to other members of our society.

The Faculty of Education as a constitutive part of UKZ, currently has four study programs, two bachelor's degree programs (*Primary and Pre-school Education*) and two master's degree programs which are prepared for accreditation (*Teaching of Albanian Language and Literature*, and the program of *Teaching and Curriculum*, which is subject of this evaluation).

The FED is ruled by the faculty council, a body that makes decisions on all academic matters of the FED, and by the Dean as chief representing and managing body of the FED, who represents the Faculty to the UKZ Senate.



2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

The study programs at UKZ are organized on EQF principle, by following existing, well-known cycles of higher education (bachelor, master and doctoral) with implemented ECTS system as program, courses, and student's workload indices.

The program Teaching and Curriculum, as stated in SER, is designed with guiding principles from various relevant documents, guidelines and recommendations (SER lists them and they are: *The Bologna Declaration, Standards and Guidelines for Quality Assurance in the European Higher Education Area, European Association for Quality Assurance in Higher Education (AEESC), Lisbon Convention, Kosovo's Law on Higher Education, Temporary Statute of "Kadri Zeka" University, Instructions of the Kosovo Accreditation Agency*).

In addition, SER provided information on how the program under evaluation is compliant with documents such as *National Development Strategy 2016-2021 (Government of the Republic of Kosovo, Pristina, January 2016), Kosovo Education Strategic Plan 2017-2021 (Government of the Republic of Kosovo, Pristina, 7.12.2016), UKZ Development Strategy and Action Plan 2017-2022, Faculty of Education 2019-2020 action plan, (document) European Commission: From University to Employment: Higher Education, Provision and Labor Market Needs in Kosovo, 23.12.2016, Education Retirement Statement, 2014-2024 (Faculty of Education's Survey, 2019), Research for Graduate Students in the Faculty of Education at UKZ (Faculty of Education's Report, 2019), Labor market research in Kosovo, the region and the EU, Kosovo Agency of Statistics, Statistical yearbooks of each year; Short Term Industry Statistics, American Chamber of Commerce in Kosovo, Education and the Labor Market in Kosovo and the European Union*.

The mission of the master's program in Teaching and Curriculum is to prepare students to deepen their knowledge with a focus on the curriculum and teaching process, as well as to research in the field of education sciences. [SER, p.19]

The program aims to empower students with professional knowledge, competencies, experience and skills. It will enable independent work to critically reflect on their pedagogical practice, to explore contemporary developments in the fields of didactic methodological sciences and good practice experiences. They will be responsible for professional careers for



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private enterprises, government organizations, non-governmental organizations or for further PhD studies. [SER, p.19-20]

The program objectives are provided in the SER, and they are: (i) to prepare students with competencies in designing and revising curricula based on the student-centered teaching approach; (ii) ability to solve complex problems using integrated knowledge from the curricular areas; (iii) to gain in-depth knowledge on applying knowledge in solving specific problems in educational theory and practice and the areas of didactic-methodological sciences; (iv) to develop professional writing skills, information acquisition, statistical data analysis, presentation of results, problem-solving. (v) to develop professional writing skills, information acquisition, statistical data analysis, presentation of results, problem-solving. (vi) to develop students' capacities for implementation of contemporary teaching strategies in the context of their professional practice; (vii) to enable effective didactic-methodological evaluation and critical reflection on their work; (viii) to use modern information technologies in educational and personal work.

The program is intended to fulfill several expectations. The program should significantly contribute to the professional preparation of teachers with a focus on curricula and the teaching process, where the primary and pre-primary education level is a primary target. In addition, the program is intended to deal with teacher professional needs and need in the Gjilan and Ferizaj regions and the surrounding municipality's needs of primary schools.

The study program follows the formal policies, guidelines, and regulations of the UKZ, and all procedural or academic issues are covered. They are included in SER and many of them are available on the university website.

The FED management should ensure that academic staff is familiar with a complex and diverse system of regulations, and to be followed by the academic community in every aspect. As of now, it is not fully transparent who and how does check if these regulations are fulfilled. In addition, ET is only partially informed about policies and regulations reviewing strategy, policy, and plans, especially as many of them are of recent date, and some of them are still in the process of being drafted or just announced.

The study program does not provide too much information about ways and procedure how well-defined overarching didactic and research concept is conceptualized or integrated into the program. Therefore, these conceptual determinants of the program can only be judged indirectly.



STANDARD	Compliance	
	No	Yes
Standard 1.1. The study program mission complies is in compliance with the overall mission statement of the institution.		X
Standard 1.2. Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.		X
Standard 1.3. The study program has a well-defined overarching didactic and research concept.	X	
Standard 1.4. There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.		X
Standard 1.5. All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.		X
Standard 1.6. All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances.		X

Compliance level: Substantially compliant

ET recommendations:

- 1. The program is designed as one year, 60 ECTS program. Bachelor programs with 240 ECTS are prerequisite for student's enrollment in the program. The medium-term goal should be a transformation of the existing program into 120 ECTS MA programs, where bachelor graduates with 180 ECTS are also suitable candidates in the admission process.*
- 2. The program is targeted mainly to a primary cycle of education. Program name and qualification should be following it. Therefore, the program should be named as 'MA Teaching and Curriculum in Primary Education', whose successful completion is acquired 'Master in Teaching and Curriculum in Primary Education.'*



2.2. Quality management

The SER provides various information on the QA system. During the on-site discussion, the topic of QA was very salient and was discoursed from several perspectives. The QA system described in the SER, includes appropriate legislation, guidance, and numerous elements of the expected QA system.

SER provides information on how:

- *The legislative framework regarding QA is established by the Law on Higher Education of Kosovo, the Statute of the UKZ and various regulation regarding QA is established at UKZ;*
- *Office for Quality is established at UKZ, in addition of various bodies and commissions, regarding QA, including The Quality Management and Evaluation Council at UKZ which exist and are operational.*
- *Regulation on Quality Assurance Procedures and Quality Internal Quality Standards are in i force at UKZ.*
- *The UKZ Quality Assurance Regulation is based on compliance with European Quality Standards for Quality Assurance in the European Higher Education Area ((Standards and Guidelines for Quality Assurance in the European Higher Education Area ESG).*
- *QA framework and regulations were revised in 2020.*
- *Manual for planning and evaluating the performance of academic staff exist and evaluation of academic staff include student's assessment of courses and academic staff.*
- *Various research tools and data collecting protocols regarding QA exist including a Questionnaire for students regarding administrative services in UKZ; Questionnaire for students regarding online learning at UKZ; a Questionnaire for academic staff regarding online teaching at UKZ; Questionnaire for students regarding the evaluation of the Professors of UKZ; Questionnaire for students regarding the evaluation of the assistants of UKZ; Questionnaire for academic staff regarding the evaluation of aspects of their work with students at UKZ; Questionnaire for UKZ administrative staff regarding their aspects of work, especially their suggestions for eventual improvements; Questionnaire for self-assessment of academic staff; Questionnaire for alumni; Questionnaire for external evaluation/ employer*



- *QA system and procedure are part of the Quality Action Plan, which is updated every year, starting in 2018.*
- *The last QA assessment was performed in 2020.*

The commitment of UKZ and FED leadership towards QA is observable within the SER and was endorsed during the online site visitors. However, a considerable amount of available information indicates some weak points, which are subjects of recommendations and should be resolved in the nearest future. The commitment of management and all stakeholders to functional integration of QA into UKZ academic life should be now the primary concern.

The purpose of any QA system is not to have comprehensive regulations *per se*. The main purpose is to be an evidence-based system and set of tools for quality improvements in all aspects and areas of academic and administrative functioning, where decisions are evidence-based and arise from the QA system. ET was not convinced how at UKZ still exists a well-functioning system regarding QA expectedly.

The Office for Quality (*Office for Academic Development and Quality*) is established. Office is still not completed with the necessary staff who is committed for activities regarding QA in a full-time capacity. UKZ and responsible managing bodies should resolve the challenge and employ trained staff in the office. At the UKZ are constituted several bodies, council, commission, and quality coordinators, which could manage and support the QA system, but they are unable to act as an operational body in QA activities. All these bodies need professional coordination by QA experts.

During the on-site discussion, the issue of using existing data arising from the QA system was specially raised. How the procedure of using obtained and existing data in various quality improvement initiative is operationalized is ambiguous, and ET holds opinion how well elaborated and plausible action plan with follow-up measures does not exist, system where data are used on a systematic, pre-designed plan to address pre-identified challenges and needs. A certain confirmation of this is the evidence of how UKZ through the past few academic years faces the challenge of an unsatisfactory, low completion rate of enrolled students. Such an issue is a QA issue, which was to be approached and approached today as a QA challenge. Provided explanation during on-site visit regarding drop-out deals mainly to out-of-UKZ context, influences and circumstances which are beyond the control of the UKZ (e.g. socioeconomic situation, demographic trends, etc.). In a well-functioning QA system, indices about low completion rate will be one of the essential indicators. Among other possible explanations, one of the assumptions would be based on hypotheses how dropout evidence is a consequence of



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the poor quality provided by UKZ and would certainly require consideration of the impact of quality aspects on dropout before alternative explanations could be accepted.

As is the case in many higher educational institutions, the main sources of QA data arise from evaluations of the teachers done by the students, at the end of the course. With well-known benefits, such an approach has several disadvantages too, some of which are described in the existing research. UKZ should develop a strong system of peer-to-peer evaluation, and evaluation of teaching staff by superior, where main concerns should be (staff) developmental. That procedure should be intended towards individual improvement plans for each academic staff, plan for the course and program improvements, and activity plan for organizational units' development. There should be clearly stated and communicate expected goals and outcomes, which should be followed with discussion, and systematic monitoring of what has been achieved and what has not.

There are also related issues of publicity of evaluation outcomes and indices. While the practice of confidentiality at the individual level is understandable to some degree, group and unit performance could be publicly available. The ET holds the opinion how it would be useful for the motivation of the entire academic community to join quality assurance efforts. The publicity of existing performance indicators should certainly follow the publicity of results of achieving publicly set goals. Any new action plan period intended for improvement of the existing performance for a fixed future only with the publicity does it make sense.

The SER does not mention how the research activity is evaluated, besides the system and existing practice where an evaluation of research is a constitutive part of staff promotions. There should be a stronger focus on using research evaluation outcomes to program developmental purpose, and evaluation of research component in program and course structure, as integrative part. The research component of the program is a strong indicator of the possibilities of the program, especially the possibility of the expected transformation. Only staff who have strong own research in the area they teach can make significant improvements. ET points to the need for full commitment to this aspect of the program. As the program deals with the teaching and curriculum and part of the available academic staff has a professional and research background in the literature, which is important for such a program, but it is not a central one, professional development and quality improvements regarding to educational science should be prioritized.

The question of quality assurance regarding staff professional development seems to be quite weak. The provided information does not allow a conclusion as it exists a well-functioning

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training system for academic staff, just as there is not enough information related to the issue of assuring the quality of academic staff and integration of academic staff needs in action plan for quality improvement.

Other standards regarding QA are also mentioned in SER e.g. the standard for mentoring master thesis, internship manuals, standards for the selection and promotion of academic staff.

STANDARD	Compliance	
	No	Yes
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: Partially compliant

ET recommendations:

1. *Publish the general report on the QA of the program along with an action plan of the faculty for quality improvements on an annual basis.*



2. *Ensure that all collected evaluation data and indices are used to improve the program and not just a formality.*
3. *For each collected data set it is necessary to demonstrate when it was used and for what purpose of the quality improvement is used.*
4. *The proportion of learning outcomes that are met by the students should be followed annually, student progression rate during study programs should be officially calculated and should be the topic of formal discussion after each exam term, and after each academic year.*
5. *Evaluation of the activity of teachers by their superiors – e.g. heads of departments or dean, as well as peers – e.g. other teachers in the same department should be introduced, and formal decision for each member of academic staff regarding the individual professional development plan should be enacted.*
6. *Structured and organized teacher training process (e.g. workshops, established groups of practice, training module for various groups of teacher, individual training and supervisions) and teacher research performance related to the program and course should be a constitutive part of quality improvement plans.*
7. *The research topic should be an element of the QA plan, to ensure a sufficient number of researcher and research in the field of educational science.*
8. *Periodically evaluate the relevance of the QA instruments in the endeavor to constantly improve the program.*



2.3. Academic staff

The SER proved various information regarding academic staff, which provide an overview of academic staff at UKZ, at FED and program level: [SER, p.13, pp. 27-30]:

- *UKZ in 2020 has 45 academic staff, of which 2 are lecturers of arts subjects (Master of Arts) and 4 are assistants (Ph.D. cand.), indicating a significant increase in staff in comparison with 2016 when 4-full-time and 3 part-time academics were engaged. Excepted number of staff will increase during 2020/21 as UKZ has announced vacancies for recruitment of 13 new academic staff. In addition to the enlargement of staff, UKZ devoted effort to the academic promotion of existing academic staff.*
- *At the program level, is proposed how associate professor M. Avdyli is head of the program, and full-time staff who will contribute to the program are associate professor Kosumi, Ismaili and assistant professors Krasniqi, Qamili, Kurteshi, N. Krasniqi, Neziri and Mustafa [SER, p.19]. The SER on the p. 28 provide some differences in the list of academic staff, who will participate in the program, with professor Dalimi and Halimi as additionally included staff.*
- *The listed academic staff is UKZ full-time employment staff which in addition to the Teaching and Curriculum program is involved in another study program at UKZ.*
- *The procedures for the selection, employment and promotion of academic staff are regulated by the Statute of the UKZ, where in addition national legislation regulates issues and processes related to staff employment.*
- *All academic staff scheduled for engagement in the Master of Teaching and Curriculum program is full-time employed in the Faculty of Education.*

ET requested a set of information regarding academic staff after the on-site visit. Part of the requested data concerned the involvement of teachers envisaged to perform the MA program Teaching and Curriculum, in other programs at FED as well as other study programs at UKZ. The FED provided feedback in the form of curricula of other study programs at the FED. While data on teacher involvement in other programs at the UKZ level are missing. From the available data, ET concludes that the workload of teachers is very high and may present a significant threat to the quality of the program in the future. At the moment, existing teachers can carry out the requirements of the programs, but the innovation potential, as well as the time required for quality improvement, or a time required for students, is very limited.



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ET considered several issues about teaching staff, during discussions with teaching staff and discussion with other stakeholders participated during an on-site visit. A special focus in the discussion was given on the issue of continuous professional development of academic staff, issue of peer and supervisor' evaluation and issue of institutional support for staff professional development. ET holds an opinion on how the issue of academic staff professional development is very weak, undeveloped and evocates needed concerns for plans and activities. A quite represented idea how various scientific conference participation and staff contribution on conferences is the way of needed staff professional development should be abandoned – from the perspective of academic staff and the perspective of program and FED management, as well.

The structure and area of expertise of teachers included in the program indicate the need for additional employment of teachers whose area of specialization, professional background and research orientation is directly focused on educational science. In doing so, special emphasis should be placed on the narrower area of specialization for teaching processes, and the complex area of curriculum theory and curriculum processes.

The procedure for teacher's needs-assessment should be developed. The annual plan of workshops, courses, and other forms of professional training of teachers should be structured and communicated. The system of staff professional development training should be integrated into overall Faculty processes. The importance of continuous professional training of all teaching staff should be one of the strategic orientations for future program development, as well.

Students-based assessment as the main source of information about staff and course performance is not enough and should be encompassed with various additional information related to the performance of academic staff and integrated into the conceptually defined structure and process where staff KPI should be developed and followed.

FED has enough academic staff for the proposed MA program at the moment. The workload of academic staff is unequal, generally quite demanding, high and represents a source of threats to program quality. Without hiring new teachers, it is difficult to predict the expected improvements in program quality. Program for staff training and improvement should be considered as emerging priority and incentives for these aspects should be formally adopted.



STANDARD	Compliance	
	No	Yes
Standard 3.1. Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part -time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of the official (valid) contract, the workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.		X
Standard 3.2. The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.		X
Standard 3.3. Academic staff does not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity.		X
Standard 3.4. At least 50% of the academic staff in the study program are full- time employees, and account for at least 50% of the classes of the study program.		X
Standard 3.5. For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full- time staff with a Ph.D. title or equivalent title in the case of artistic/applied science institutions.		X
Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.	X	
Standard 3.7. The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.		X
Standard 3.8. Academic staff evaluation is conducted regularly at least through self evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.	X	
Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.	X	
Standard 3.10. Teachers retired at the age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.		X

Compliance level: Partially compliant



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ET recommendations:

- 1. It is necessary to ensure additional employment of teachers, primarily those with background in educational science and with a thematic specialization in the field of teaching and curriculum.*
- 2. The teaching load of existing teachers is quite high and present a threat to quality improvement, as it narrows the capacity for research.*
- 3. Strategy and procedure for needs-assessment for academic staff training and professional development should be formalized and implemented in accordance with faculty and program mission needs.*
- 4. Peer' and superiors' evaluations procedures should be established, clearly communicated and integrated in comprehensive process of program objectives assessment and program developmental needs.*



2.4. Educational process content

MA Program “Teaching and Curriculum” is designed as a full-time MA program and is structured in 2 semesters, 12 months with 120 ECTS.

The study program is modeled on qualification objectives, where program completion is followed with the ‘*Master in teaching and curricula*’ qualification. Considering different aspects of the program regarding structure and contents, ET holds the opinion how a program is mainly targeted to the primary level of education, therefore justified qualification should be “*Master in teaching and curricula in primary education*”.

Provided information confirms expectation how the study program complies with the Framework for Qualifications of the European Higher Education Area, where structure and level of disciplinary, methodological, and generic skills and competencies are appropriate for the master level of education.

The study program complies with 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. Considering all recent aspirations and experiences in the organization of educational systems, particular work of schools, ET points out the need to emphasize learning in a non-formal and informal context to a much greater extent in the program. This program is designed and structured to supply teachers with the needed competence for successful professional work in a school context. ET proposes how teacher professional pre-service training should include preparation for work in an out-of-school context since this area is also today an important area of education, important space for the formation of skills and the acquisition of students' knowledge.

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 expected competencies in study programs and curricula delivered in the EHEA. Program level expected learning outcomes are coherent, and appropriate where successful graduate after completion of the program will be able to: (i) demonstrate deep understanding and implementation of advanced student-centered teaching strategies based on the requirements of the Kosovo Curriculum Framework; (ii) to critically reflect, analyze and evaluate theories, methodologies and practices of teaching and curriculum in the field of pre-university education; (iii) to demonstrate an advanced level of scientific knowledge in the field of Curriculum and



teaching in their chosen fields, (iv) to read critically and evaluate the results of qualitative and quantitative research from selected fields, (v) to analyze critically scientific theories, models, concepts and techniques from selected fields; (vi) to develop problem-solving projects in different teaching and learning campaigns; (vii) to provide advice and expertise in the areas of teaching and curriculum.

Some courses in the existing program should be considered and ET proposes an integration of some courses, with the important objective to meet the expectation for the MA program in the contexts of EHEA. Courses ‘Methodology of scientific research’, ‘Statistics in education’, as general and introductory subjects, are more appropriate for BA/BS level programs. Therefore, ET proposes merging of two-course in a new course which will cover most of the contents and learning outcomes of them, but which will be appropriate for MA level. Such a course should be designed and named as ‘Research in education’, or ‘Research projects, intervention programs and evaluation in education’. In addition, the course Academic Ethics is not appropriate for MA level, as is expected that students with completed BA/Bsc program still acquired such competencies. If there is a need for such a course, then the more appropriate target is professional ethics.

ET also suggests considering replacing the status of two psychology-related subjects. ‘Social psychology’ is a theoretically important course, but is not focused primarily on processes within education, while another subject ‘Psychology applied in teaching’ is focused primarily on issues related to the program. As ‘Social Psychology’ has been proposed as compulsory and the course ‘Psychology applied in teaching’ as elective. ET holds the opinion that the status of two-course should be changed, where ‘Psychology applied in teaching’ should be a compulsory course.

The number of elective courses offered in the second semester should be larger. It should include additional competencies area. As pointed out during ET discussion with employers, the missing competencies of today's primary school teachers are related to curriculum implementation (not necessarily knowledge of curriculum theory), design and use of new textbooks, use of advanced technologies in achieving curriculum goals, new alternative forms of curriculum. It is therefore expected in these areas of competence that another 3-4 new elective courses should be designed and offered.

ET holds the opinion how ECTS loading for MA thesis in a such two-semester program is oversized. In addition, the program lacks the ECTS workload for professional practice, which should be integrated into the program curriculum. UKZ signs cooperation agreements,



contracts, or other documents with institutions/organizations/practical training units and that should be incorporated at the program level. A separate course related to internships should exist in the curriculum. Here, it is possible, in addition to program-level consideration, to also suggest that an office or commissioner in charge of student internship should be opened at the FED or Program level, whose role would be to optimize and harmonize all activities related to the internship.

In the entire documentation, as well as through the interviews, there were no indications of the commitment to the professional orientation of students, just as no information was provided about the orientation days. Within the program, as well as within other activities of the FED, it is necessary to approach the issue of professional guidance very systematically, and with full commitment. The program has its purpose only if it leads to the better professional performance of current students and future professionals.

Provided information indicated how teaching strategies are fit for the different types of learning. All information at ET disposal indicates how strategies of teaching and assessment set out in the program are appropriately designed.

STANDARD	Compliance	
	No	Yes
Standard 4.1. The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society ,and of developing the students' personality.		X
Standard 4.2. The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.		X
Standard 4.3. The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.	X	



<p>Standard 4.4. The disciplines within the curriculum have analytical syllabuses which comprise at least the following:</p> <ol style="list-style-type: none"> 1. the discipline's objectives, 2. the basic thematic content, learning outcomes, 3. the distribution of classes, seminars and applicative activities, 4. students' assessment system, 5. the minimal bibliography, etc. <p>The full course description/ syllabuses of each subject/ module should be attached only in the electronic form to the self-assessment report for the study program under evaluation</p>		X
<p>Standard 4.5. If the language of instruction is <u>other than Albanian</u>, actions are taken to ensure that the 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 before prior to the commencement of the program.</p>		X
<p>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 student's development.</p>		X
<p>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 the flexibility to meet the needs of different groups of students.</p>		X
<p>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.</p>		X
<p>Standard 4.9. Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison with other study programs at highly regarded institutions.</p>		X
<p>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.</p>		X
<p>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 ECTS credits and the work of the students at the practical training organizations is monitored through activity reports; students during</p>	X	



practice stages have assigned tutors among the academic staff in the study program.		
Standard 4.12. To In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts, or other documents with institutions/organisations/practical training units.		X

Compliance level: Substantially compliant

ET recommendations:

- 1. Some courses which are not appropriate for MA study program level, should be reconsidered, and new course with additional learning outcomes appropriate for MA level should be integrated in the program curriculum.*
- 2. Temporal placement and status (Compulsory-Elective) of some courses in the program needs some additional consideration and expected changes.*
- 3. The student internship and practice need to be formally included in the program, as the student workload of the MA thesis needs to be considered and reduced.*
- 4. Educational activities and processes which occur in out-of school contexts and settings (non-formal and informal learning) should be addressed in program structure and program content.*
- 5. Courses related to expressed needs of schools (new forms of education, new technology in education, curricular approach to textbooks etc.) should be included in the list of elective courses.*



2.5. Students

In the academic year 2020/2021 at UKZ in total 801 and at FED in total 199 students were enrolled. Since its establishment until now, a total of 8174 students have been enrolled at UKZ, and at FED in total 1873 students. From 2013/2014 until now decrease in enrolled students is present. Today only 55% of the number of enrolled students at UKZ in the first academic years is enrolled in some of the programs (801 vs 1463 students).

SER provided information regarding admission policy [SER, p.13-14]:

- *UKZ is open and encourages all candidates who meet the formal requirements to enroll in university studies, in programs which are accredited. Studies are conducted in Albanian language.*
- *The teaching process at UKZ takes place from 8:30 to 18:00, while for master studies it continues until 20:00.*
- *Candidates who have completed high school, without any restrictions on gender or other affiliation, are invited to regular vacancies for the admission of new students. According to the UKZ Statute, there are two vacancies for admission of new students, in June and September.*
- *The largest number of students is from the region of Gjilan, Kamenica, Novobërdë, Viti, Ferizaj, Kaçanik, Hani i Elezit, Partesh, Klllokot, Ranillug, but also a significant number is from other regions of Kosovo, especially in master programs, as well as from Serbia (municipalities: Presevo, Bujanovac and Medvedja) and from North Macedonia (Kumanovo).*
- *UKZ reserves special quotas for the admission of students from small communities (Serbs, Turks, Roma) or from municipalities outside Kosovo (Serbia and North Macedonia), as well as facilities for the admission of persons with special needs.*

The admission of new students is following the rules of the UKZ Statute and provided information indicated how admission process includes two criteria – achievement at state Matura exam and achievement at examination test/process which is organized by UKZ. SER provided information on how UKZ students are almost all students who have completed upper secondary education (12 years). The underlying idea of the master's in teaching and curriculum program is to be a master level program for FED existing Primary and Pre-school graduates, as well as graduates in the field of Pedagogy.



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MA program is structured in the way that it is resulting in 60 ECTS credits, and the prerequisite for enrollment is 240 credits. Students who complete the study programs designed in this way, when they acquire a total of 300 ECTS credits get the professional qualification. It is evident how only students of bachelor programs lasting 4 years and with 240 ECTS are eligible for enrollment in this program.

Many bachelor programs are organized as 3 years program with 180 ECTS credits and not as four years program with 240 ECTS. The implications and consequences are clear, where the potential student population who could enroll in the MA program with 60 ECTS, is quite small, and *de facto* consist of own students from the bachelor programs. This challenged the issue of expected mobility, although formally possible and permissible, it is essentially almost impossible and non-existent. Designing and creating MA programs only for the needs of students of their faculty may be a short-term goal and at some point, it can fit a utilitarian purpose, but it is rather unsustainable in the long term. Significantly reduced mobility and competition among candidates, represent additionally a very systemic barrier to any quality improvement.

UKZ has designed and adopted several legal documents, guidelines and rules that enable student participation in decision-making at various levels. As SER provides information, *student representation is done at all levels of the University management and in all standing committees. For the organization of student activities, the management of UKZ has provided full support, providing the necessary space and other necessary logistics.*

The SER mentions that the study groups are dimensioned on the way to ensure an effective and interactive teaching and learning process, or student/teacher ratio is good (1 academic staff for 21 students - 1:21). ET should encourage consideration and action where the central focus is not a mathematical ratio, then the substantive advantage of the favorable situation. The evidence of how many students could be presented in a class indicates capacity resources. Teachers and used teaching methods, full usage of all opportunities of distance and technology-enhanced learning, using all capacity for reach project outcomes and realize full student's potential are main criteria in the context of students. Project-based learning and study-cases could help students to be more involved in the activity during the lectures or practical laboratories. The greater part of their practical experience should be however covered during the practical stages – when they could teach in schools – and program structure indicates lack of such course.



Insufficiently enough information was provided in the SER regarding the payment of tuition fees. In one part of SER it is stated how *UKZ has long-term financial stability and sustainability since as a public university it is financed from the budget of RKS. The government grant is a fund allowed by the Kosovo budget, which finances all activities of budget organizations.* On the other hand, information existence and amount of tuition fees is provided.

Provided information indicates how `Students are assessed based on the nature of the subject and all assessment methods are presented in the syllabuses of the subjects. The results of their performance and assessment are given appropriately. ET considers that academic staff should be trained and encouraged to provide feedback to students on their performance in reaching the intended learning outcomes, on the way to use feedback as a formative tool and as an integrated part of each student’s developmental plan. In the context of assessment, it is necessary to consider a policy where for all subjects and the entire program on an annual basis, and/or after each exam period, the pass rate is calculated and publicly stated.

The results obtained by the students throughout the study cycles are certified by the academic record and stored permanently. The students have the right to appeal their grade – to reject it – if they don’t agree with it, and ET doesn’t have data about how common it among the students is.

ET points out that UKZ and FED should impose a group of students with special needs as a very priority issue, and make all necessary adjustments, in all areas and spheres of activity.

The ET also commends how FED or UKZ should put effort into establishing a career guidance service as academic and provide a full range of service for students. It could work closely with the Alumni office when it will be available in tracking graduates, offer them job opportunities and thus making the connection between them and potential employers, or provide them all needed information for further education level. Additionally, career guidance needs to be integrated with the approach of providing internships to students, measuring the performance of student internships.

STANDARD	Compliance	
	No	Yes
Standard 5.1. There is a clear and formally adopted admission procedure at an institutional level that the study program respects when organizing 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 another 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 concerning 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 by 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 to learn.		X

Compliance level: Substantially compliant

ET recommendations:

1. Consider an issue of students' mobility as important challenge for the program sustainability and program quality.
2. Develop a procedure for granting flexible treatment to students in special situations, and to students with special needs.
3. Diversify the opportunities offered to students for practical stages.
4. Procedure for providing officially and public feedback about group of students' performances, course performance, and program performance, passing rate etc. should be established.
5. Consider an issue of student tuition fees, they purpose and possibility for allocated large amount of collected fees for supporting students from socially deprived families.



2.6. Research

UKZ proposed to develop the strategic plan in 2020 related to scientific research, which will include a description of detailed activities on research and proposed support measures for academic staff related to scientific research. Documents of a strategic plan will describe general objective related to research components and propose key indicators which will include activities related to scientific publishing, scientific conferences, scientific projects, citation performance, transfer of knowledge and cooperation with industry and business sectors.

UKZ and FED provided in SER information related to research on pp. 36-37:

- *The University's intention is to actively participate in international research through joint projects with the national and international universities with which we cooperate.*
- *UKZ is devoted to establishment of a Research Centre that will coordinate the research activity.*
- *The UKZ supports research projects for which there are requests from academic units*
- *The Regulation on Research-Scientific Activity of UKZ has been approved, which supports the academic staff in scientific research*
- *Research is an important part of the development and academic advancement of teachers of the Faculty of Education. They actively participate in national and international research through joint projects with national and international universities with which we collaborate.*
- *An important part of Faculty of Education is scientific research. A detailed plan with key focus and implementation phases is an on-going process and in close co-operation with other institutions such as Kosovo MEST, USAID, GIZ, ERASMUS +, etc.*

SER provided information about scientific articles published by academic staff with full reference for each publication. Provided dissemination information helped us sharpening a picture obtained from SER and information we got from discussion with academic faculty members during a site visit. Many of the acquired information indicates how the academic staff at FED has a proven track record related to research. There are differences among academic staff in the issue related to involvement in research and dissemination activities. ET recommends for FED focused activities related to research which should be organized in the next period, where the evidence-based analysis for each academic staff, organizational units should be performed, and such documents should be discussed at the level of the faculty



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council. Based on such documents and common discussion, for every member of academic staff, regardless of their academic grade or status, a plan for each academic year should be adopted, and objectives should be communicated to each member of academic staff.

ET appreciates that there are many indices at UKZ and FED level how research component is considered very seriously and incorporated in strategic plans with general objectives of enhancing research and increasing the number of high-level publications. ET wishes to point out how now shift is expected in performing research projects as performance indices are relatively modest. The mentioned research projects that have been realized are dated back to the period of 4-5 years ago, and there are no clear indications of the existence of project activities in recent times.

A more detailed analysis of the structure of the program, the curriculum and the courses covered, also indicates an unsatisfactory inclusion of the research component in the program. Teachers are still not sufficiently committed to a practice where the research component is incorporated into teaching, and where their research, projects, and their research experiences in the field of teaching must be at the forefront of change.

All available information also lacks an indication that there is a partnership between teachers and students in research. There is a lack of information on the extent to which students are involved in research projects, how many joint research projects between students and teachers is realized, how many graduate theses and their research are designed to enable joint research and dissemination of students and teachers.

The analysis of existing publications indicated an orientation towards publishing in international journals, where academic staff publishes their work partially in international indexed journals in education science, with some exceptions. A structure and thematic area of the published papers indicate an insufficient focus of research on the area of teaching and curriculum. Academic staff in such a program should direct research activity in this area. The current situation indicates the dominance of research papers in the field of literature, which is a very important area, but not the central educational area of this program.

Provided information, confirm how expectations for inclusion of teaching staff in research and academic activities are at a legislative level defined. As stated, performance related to these expectations is considered in the criteria for staff evaluation and promotion. The discussion with academic Faculty members during the site visit provides us feedback on how academic staff is informed about the criteria for evaluating and promoting staff. But the idea that research

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and dissemination activities serve primarily the purpose of selecting and promoting academic staff should be abandoned. Research projects should be one of the foundations of the program, and depending on the quality of research projects, the quality of dissemination activities will be addressed. Without research, without research projects, it is difficult to expect quality improvement activity.

STANDARD	Compliance	
	No	Yes
Standard 6.1. The study program has defined scientific/applied research objectives (on its own or as part of a research center or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.		X
Standard 6.2. Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to with these expectations is considered in staff evaluation and promotion criteria.		X
Standard 6.3. Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.		X
Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.	X	
Standard 6.5. The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars, etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.		X
Standard 6.6. Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.		X
Standard 6.7. Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.	X	
Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full- time staff.		X
Standard 6.9. Academic staff is encouraged to include in their teaching information about their research and scholarly activities that are relevant	X	



to courses they teach, together with other significant research developments in the field.		
Standard 6.10. Policies are established for ownership of intellectual property and clear procedures are set out for the commercialization of ideas developed by staff and students.		X
Standard 6.11. Students are engaged in research projects and other activities.	X	

Compliance level: Partially compliant

ET recommendations:

1. *The study program needs more research objectives which are based on the priority areas of research.*
2. *It is necessary to increase the number of research projects directly related to teaching and curriculum contemporary issues.*
3. *All academic staff need to increase their participation in research outputs and research focus on program level content should be priority, where expected research groups-based research should be encouraged and prioritized.*
4. *All academic staff should orient their research to course or subject specific topics they teach, which will increase reputation of FED.*
5. *Academic staff with greater involvement in research, greater dissemination output and research performance should be formally recognized as role-model, with prioritization in allocation of available resources, and prioritization in allocation of assistants and junior researcher staff.*



2.7. Infrastructure and resources

The UKZ campus is on "Zija Shemsiu" Street in the center of Gjilan. It consists of two large buildings, joined in reconstruction. The campus borders the city's High School Campus, turning the entire area into a school, and university area.

SER provided information about current situation of the UKZ and FED infrastructure:

- *UKZ operates within a campus where all faculties are concentrated.*
- *The space is owned by the University and has no rental facilities. The University owns a shared library for all faculties.*
- *The Faculty of Education has at its disposal an IT cabinet equipped with computers and software programs according to the teachers' requirements for the relevant subject.*
- *UKZ has started using the University Management System (SMU), university data management software, in particular for students, including from admission to graduation. Student data is stored indefinitely.*
- *UKZ has also installed the use of e-learning. Students and academic staff use it in the academic process of teaching, consulting, homework and other academic communications.*
- *In addition to the above resources, the university implements parts of programmes outside the campus, such as practical training for students of the FED that is realized in schools in the region of Gjilan, Kamenica, Vitia, Kacanik, Lipjan, Shtime and Novobreda. This is supported by the agreements signed by the University with the Municipal Directorates of Education*
- *The University has at its disposal the library, which has in its stock literature in Albanian, English, Serbian/Croatian and a more limited stock of literature in Turkish and Greek.*
- *The total stock of books is 52,000 copies.*
- *The library owns a stock of magazines. The existing literature in the library facilitates and assists existing programmes and those in re-accreditation and accreditation.*
- *In addition to the University library, students can also use the literature which is available in the city library "Fan S. Noli" in Gjilan.*
- *UKZ has a cooperation agreement with the National Library of Kosovo, which provides electronic and physical access to books located in the National Library. The National Library will also supply the UKZ library with copies as appropriate.*



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- *In order to enrich the titles of the books in the UKZ library, an agreement has been signed with the Kosovo Electronic Libraries Network. Experiences for easy access to other electronic libraries abroad have been exchanged on this issue.*
- *UKZ is part of the Erasmus+ “ResearchCult” project which will provide access to an international library;*
- *UKZ also allocates funds each year for the purchase of books;*
- *UKZ is also supplied with books through Erasmus + projects, such as SMAHPC, ENEMLOS, etc.*

UKZ has developed the administrative support and administrative infrastructure needed for university activities and processes. The administrative staff has 32 officers, divided into separate units, managed by the Secretary-General, who is the chief manager of the administration. UKZ has a plan to further increase the number of officials, taking as a priority: the OIC, the Office for Quality and Academic Development, the University Library, etc. Also, UKZ has planned the establishment of the Office for Projects, Office for Scientific Research during 2021.

During the online site visit, the FED leadership described a plan that included building a new university campus. The Government of Kosovo and the Municipality of Gjilan are in process of operationalization a solution for a new university campus. In addition, plans for improvement of infrastructure within the current campus, still exist. ET considers the plans for the realization of the new campus as very important parts of the overall accreditation process and expects a full commitment to the actual realization of the new campus as constitutive elements of the expressed opinion in the evaluation report.

The ET holds the opinion how a current infrastructure is in the short term enough for the existing needs of the programs offered by the FED, but further development of the program, any new programs or development of the FED activity will also need investments in infrastructure, as an investment in new staff members.

An important aspect that ET sees as a limiting factor in program development is the very high centralization in making important decisions regarding academic staff and finances. For FED is difficult to design and implement necessary change needs, due to the centralized financial planning. Since the faculty has little autonomy to financially plan, which strongly influences day-to-day activities, or more salient, many long-term developmental plans.



The ET should highlight two more issues that are substantially related to infrastructure and resources. An existing system of support for students who belong primarily to socio-economically deprived groups, should be constantly re-analyzed and strengthened, in addition to UKZ support system which exist in the case of outstanding students. Related to this is particularly apparent the issue of student tuition fees. At UKZ level tuition fee exist and ET expresses the opinion that the UKZ administration, the FED administration as well as the competent authorities, should consider the justification of the existence and collection of tuition fees, and a possibility of allocating most of the funds raised in this way to direct support to students. Especially to those students who are from socio-deprived families or face financial and material difficulties as an obstacle in fulfilling student obligations.

Related to the issue of infrastructure, there is an urgent need for the adaption of all university infrastructure and processes for students with special needs. ET holds an opinion that at the level of UKZ, at the level of the FED, but also the level of the program, there is space for significant improvement. This is one of the substantive recommendations that need to be carefully considered in future evaluation activities of the FED.

STANDARD	Compliance	
	No	Yes
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. = <i>Adequate resources</i>		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 adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years: a) owned or rented spaces adequate for the educational process; b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities; c) adequate software for the disciplines of study included in the curriculum, with utilisation licence; d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.		X



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.		X
Standard 7.5. The education institution's libraries must ensure, for each of the study programs: a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program; b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program; c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or speciality courses of recognised publishers, from the last 10 years; d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for; e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission		X
Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.	X	

Compliance level: Substantially compliant

ET recommendations:

1. *The elaborated plans for the construction of a new campus need to be realized, since the sustainability and quality improvement of the program directly depends on the realization of the plans.*
2. *It is necessary immediately to consider and implement all necessary adaptation and adjustments of all facilities, resources, and processes for students with special needs, at the UKZ, FED and program level.*
3. *The collecting tuition fees amount/fund should be justified and/or allocated primary for the needs of student as support especially for students who faced through studying extremely adverse conditions as a way of improving students and program performance.*



3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

The compliance level per general area looks like this:

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

In conclusion, the Expert Team considers that the study program **MA in Teaching and Curriculum** offered by the PUBLIC UNIVERSITY “KADRI ZEKA” GJILAN is ***SUBSTANTIALLY COMPLIANT*** with the standards included in the *KAA Accreditation manual* and, therefore, recommends ***TO ACCREDIT*** the study program for **3 YEARS** with as many as **40** students to be enrolled in the program.

4. APPENDICES (if available) – Not the case

Expert Team

Prof. dr. Josip Burušić

28/05/2021

(Print Name)

(Date)