



Republika e Kosovës  
Republika Kosova - Republic of Kosovo



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

---

## **UNIVERSITY “ISA BOLETINI” IN MITROVICA**

***PROGRAM: Primary Education***

***PROGRAM REACCREDITATION***

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

***March, 2021, Online visit***



---

## TABLE OF CONTENTS

### Contents

TABLE OF CONTENTS.....	2
1. INTRODUCTION.....	3
1.1. Context.....	3
1.2. Site visit schedule .....	4
1.3. A brief overview of the institution and program under evaluation.....	5
2. PROGRAM EVALUATION .....	6
2.1. Mission, objectives and administration.....	6
2.2. Quality management .....	9
2.3. Academic staff .....	13
2.4. Educational process content.....	17
2.5. Students.....	23
2.6. Research.....	26
2.7. Infrastructure and resources .....	31
3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET.....	33



## 1. INTRODUCTION

### 1.1. Context

**Date of site visit: 22<sup>nd</sup> of March 2021**

**Expert Team (ET) members:**

- *Ass. prof. dr. Janez Vogrinc, University of Ljubljana, Faculty of Education, Slovenia*
- *Prof. dr. Janez Krek, University of Ljubljana, Faculty of Education, Slovenia*

**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 (SER);
- Documents prepared by University "Isa Boletini" in Mitrovica, Faculty of Education
- Information obtained during the online meetings;
- Web-site;
- Supplementary documents requested by the ET;
- Video presenting the campus/infrastructure of the faculty

**Criteria used for program evaluation:**

- KAA Accreditation Manual (as of 11.07.2018);
- European Standards and Guidelines for Quality Assurance;



- The Framework of Qualifications for the European Higher Education Area (revised in 2018)
- Benchmarking of HEIs in Kosovo;
- References for articles published about Kosovo Higher Education Institutions

## 1.2. Site visit schedule

09.00 – 09.40	Meeting with the management of the institution ( <i>meeting with Dean, Vice dean</i> )
09.45 – 10:45	Meeting with the heads of the study program
10:50 – 11:30	Meeting with quality assurance representatives and administrative staff
11:35 – 12:25	Meeting with the teaching staff
12:30 – 13:10	Meeting with students
13:10 – 13:45	Lunch break
13:45 – 14.25	Meeting with graduates
14:30 – 15.10	Meeting with employers of graduates and external stakeholders
15:10 – 15.20	Internal meeting – Expert Team and KAA
15:20 – 15.30	Closing meeting with the management of the institution



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

The Government of the Republic of Kosovo established the Public University of Mitrovica on 6 March 2013, while the Kosovo Assembly ratified the decision on 31 May 2013. According to the Provisional Statute, approved by the Ministry of Education, Science and Technology, within the University of Mitrovica "Isa Boletini" operate six faculties: Faculty of Geosciences (FG), Faculty of Food Technology (FFT), Faculty of Mechanical and Computer Engineering (FMCE), Faculty of Law (FL), Faculty of Economics (FE) and Faculty of Education (FE). Within these faculties, a total of 20 degree programs have been accredited at UMIB as of September 2019 at two levels: Bachelor and Master. There are a total of 114 professors and assistant professors teaching at UMIB. Of the 114 academic staff, 95 are full-time and 19 professors are part-time.

The Faculty of Education began developing and implementing lower cycle teacher preparation programs in its undergraduate programs, namely Preschool Program and Primary Program, in the 2014-2015 academic year.

The Faculty of Education has gone through two (re)accreditation processes and has been positively evaluated by the professional team of Kosovo Accreditation Agency. Both the degree programs are of four years duration and were accredited by the decision of the AAK on 17.03.2015 and re-accredited on 01.10.2017 - till 2021.

The number of students enrolled in the Faculty of Education in the academic year 2014-2015 was 181 students in total: 57 students in the Preschool Program and 124 students in the Primary Program. In the academic year 2020 - 2021, 110 students are enrolled in the Primary program, which is in the process of re-accreditation.

The Primary education program is designed for 4 years or 8 semesters, which is equivalent to 240 credits (ECTS). Each year 110 new students are enrolled. This program enables students to gain knowledge in the field of teaching and learning in elementary education. The program has a well-defined concept that is expressed in the percentage of didactic subjects as part of the program in 24 weeks of compulsory practical teaching, as well as the focus on the overall content in developing the research skills of the students.



## 2. PROGRAM EVALUATION

### 2.1. Mission, objectives and administration

The study program mission is in compliance with the overall mission statement of the institution and 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. The study program has a well-defined overarching didactic and research concept, however with some important weaknesses. There are some overlapping contents between the courses of the study program, there should be more courses that integrate subject content knowledge with methodology of the subject, the assessments mechanisms in particular courses include not only assessment of knowledge and skills, but also attendance of students, and in the structure of assessment the overall score in several courses is broken down into too many low-value tasks of 5% or 10% share in a score.

There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues, defined in the Statute of the University of Mitrovica “Isa Boletini”, the The Regulation for Basic Studies – Bachelor, The Regulation on University Elections and the Work of the Faculty Council, UIBM Code of Ethics, Regulation on Student Disciplinary Responsibility, Regulation on Disciplinary Measures and Procedures of the University staff, Regulation on the Procedures and Criteria of Selection, Promotion and Appointment of Academic Personnel in the University of Mitrovica “Isa Boletini”, etc. The rules that regulate ethical conduct in research, teaching, assessment in all academic and administrative activities are indeed defined in the Code of Ethics, the Regulation on disciplinary procedures for academic staff and Regulation for disciplinary procedures for students. We have checked that these documents are made publicly available to all staff and students at the University website. We may assume that they were also respected, however, the interviews with stakeholders did not provide enough data to evaluate how they function in everyday decisions.

Policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are defined in the University Statute, Regulation on quality management, the Strategic Plan, etc. We may expect that they are reviewed at least once every two years and amended as required in the light of changing circumstances.

We could not get the answers related to Key Performance Indicators (KPIs) neither from the management at the level of the faculty nor the heads of the study programme. We assume that



the institution is not regulated through Key Performance Indicators (KPIs) at the level of the study program.

It is evident that systems are established for central recording and analysis of course completion, program progression, completion rates and program evaluations, with summaries and comparative data distributed automatically to senior administrators and relevant committees at least once each year. However, policies and procedures to be taken to deal with situations where standards of student achievement are inadequate or inconsistently assessed could be taken into the consideration more systematically.

We could not find evidence that the statistical data on indicators, including grade distributions, progression and completion rates which should be retained in an accessible central database are regularly reviewed and reported in periodic program reports.

We could not find evidence how gender justice and the promotion of equal opportunities for students in special situations such as, for example, students with health-related impairments, students with children, foreign students, students with an immigrant background and/or students from educationally disadvantaged families are put into practice at the level of the study program. That is, it was impossible to evaluate how they function in everyday decisions.

STANDARD	COMPLIANCE	
	YES	NO
<i>Standard 1.1.</i> The study program mission is in compliance with the overall mission statement of the institution.	X	
<i>Standard 1.2.</i> 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	
<i>Standard 1.3.</i> The study program has a well-defined overarching didactic and research concept.	X (1 of the 2)	
<i>Standard 1.4.</i> 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 (1 of the 2)	



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 (1 of the 2)	

Comment: out of 6 listed standards (and, therefore, 12 maximum points), there are 9 points reached which is 75%. Thus, it is level substantially compliant.

**Compliance level: substantially compliant**

**ET recommendations:**

1. We suggest that the institution considers setting the Key Performance Indicators (KPIs) at the level of the study program and to regulate the program through that measures.
2. We suggest that the assessment procedures of courses do not include attendance of students at courses but only the assessment of knowledge and skills. Attendance can be a requirement that has to be met to earn the right to take an exam and that has to be determined in the syllabuses. Already now that is a possibility according to the article 28 of the Regulation of Bachelor studies: "The student shall earn the right to take an exam in a subject after meeting all obligations related to that subject, as specified in the learning plan."
3. The study program needs an evaluation of the overlapping contents in the courses. On the other hand, the program needs the evaluation which courses have the contents that must be obligatory and which contents/courses could be elective ones.
4. There should be more courses that integrate subject content with methodology of the subject to enhance pedagogical knowledge and skills of the students.
5. Policies and procedures to be taken to deal with situations where standards of student achievement are inadequate or inconsistently assessed should be reconsidered and applied more systematically.





## 2.2. Quality management

At the University in Mitrovica "Isa Boletini" the Quality Assurance Office has been established. This office manages the evaluation processes according to the annual plan, manages the process of distribution and publication of the reports on the evaluation activities and provides operational support to the Central Quality Assurance and Evaluation Commission. During the interview with the quality assurance officers, the expert team learned that all members of this interview were full-time academic staff and are not released from other work obligations due to their involvement in the self-evaluation process.

At the Faculty of Education, quality assurance is based on Quality Assurance and Evaluation Regulation, approved by University Senate, Quality Assurance Guide, the Quality Measurement Toolkit, the performance indicators at the institution level and the Guide to External Quality Assurance.

According to the self-evaluation report, quality assurance evaluations include information on: Quality of teaching and learning, Quality of scientific activity, International cooperation, Perceptions of students about the quality of study, Perceptions of graduates about the quality of study, Perceptions of employers about the quality of the program and preparation of graduates, Quality of services to students, Quality of organizational culture and management, and other criteria indicated by the Kosovo Accreditation Agency. During the interviews, the expert team learned that despite the fact that various information was collected within the quality assurance process, special emphasis was placed only on student feedback and their perceptions about the quality of the program. It is also evident from the self-evaluation report that concrete measures to improve quality are taken only on the basis of the evaluation of the students' questionnaire. If a professor is rated negatively by the students (below 51%), then a plan for improvement is made in cooperation with the dean of the academic unit, i.e. the professor should participate in appropriate training. The expert team believes that other aspects (e.g. quality of scientific and research activities; international cooperation) should also have a more important role in the quality assurance system process.

All academic staff members participate in the self-evaluation process and collaborate in the reporting and improvement processes in their respective areas. At the end of each semester, each staff member completes the self-evaluation questionnaire and submits it to the Dean of Faculty. Also, when meeting with other colleagues, staff members complete the peer review scale, which relates to sharing experiences and reviewing didactic and methodological aspects.



Minutes of such meetings are sent to the academic unit's Office of Quality and Management. The data provided by the staff through self-evaluation, together with the data collected from the students' evaluation for the staff and the Dean's evaluation for the staff, are summarized in a report published on the University's website. However, the expert team must mention that the Dean of Faculty was not familiar with the evaluation criteria during the interview and also did not know what an academic staff member should do to achieve the maximum percentage in the evaluation process. From the self-evaluation report, it is clear that the evaluation process of academic staff is based on the criteria derived from research activity, scientific activity, and professional activity. It was also clear from other interviews that these criteria should be more specific as it is not clear now what an academic staff member needs to do to achieve the maximum percentage for each criterion and it is very difficult to distinguish the quality of work based on these criteria. The Quality Assurance Officers explained that an academic member of staff can meet the criteria in research activity if he or she gives a presentation at a conference organized by the University.

During the interview with students, it was confirmed that they are familiar with the quality assurance system developed at the university and faculty level. However, the students of the Faculty of Education do not have or they don't know if they have a representative in the Quality Assurance and Evaluation Commission.

During the interview with graduate employers it was confirmed that they are involved in the quality assurance process, however, they did not remember what kind of questionnaires they receive. The expert team would like to emphasize that the questionnaire for businesses, which is a part of the package of quality measurement tools, is not suitable for schools and should be modified for employers of graduates of the Faculty of Education.

Evaluation processes and planning for improvement are integrated into normal planning processes. The institution ensures that reports on the overall quality of the program are produced at regular intervals for consideration within the institution and highlight the strengths and weaknesses of the program. A comprehensive reassessment of the study program is carried out regularly, but further significant changes have only been made on the basis of the recommendations of the expert team for the reaccreditation of the study program.

Quality assurance processes ensure that both the required standards are met and that continuous improvement in performance takes place. The results of the internal quality assurance system are taken into account in the further development of the study program. These include evaluation results, analysis of student workload, student success and graduate employment.



However, the results of these evaluations are only publicly available as a general report and it is very difficult to obtain specific information from this report.

In order to improve the work of the Quality Office, the focus groups are organized. However, from the interviews it appears that the quality assurance system is not regularly improved, as the expert team did not receive information about changes made in the quality assurance system based on the feedback from teachers, students, employers.

STANDARD	COMPLIANCE	
	YES	NO
Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	X	
Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.	X (1 out of 2)	
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 (1 out of 2)	
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 (1 out of 2)	
<i>Standard 2.5.</i> Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.	X (1 out of 2)	
<i>Standard 2.6.</i> Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.	X (1 out of 2)	



<i>Standard 2.7.</i> 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	
<i>Standard 2.8.</i> 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	
<i>Standard 2.9.</i> The quality assurance arrangements for the program are themselves regularly evaluated and improved.		X (1 out of 2)

Comment: out of 9 listed standards (and, therefore, 18 maximum points), there are 12 points reached which is slightly less than 67%. Thus, it is level partially compliant.

**Compliance level: partially compliant**

#### **ET Recommendations:**

- 1. Establish a system for self-evaluation of quality assessment and assurance procedures in the faculty. A system that allows for continuous adjustment of quality assurance procedures towards greater staff satisfaction with the system and its greater impact on the quality of delivery of the program of study.*
- 2. Develop more detailed criteria for each area of academic staff performance evaluation and inform academic staff of these criteria. The criteria must be designed to distinguish between different quality work or activities.*
- 3. Ensure that all components of the quality assurance system (e.g. research activity; international collaboration) will have a more important role in the quality assurance system process and in the academic staff performance evaluation system.*



*4. Better support of the Quality Assurance Office in such a way that you increase the number of administrative staff in this office or that the members of this office are relieved of other work obligations.*

*5. Develop a Questionnaire for employers of graduates that is more appropriate for employers of graduate students in the Faculty of Education.*

### **2.3. Academic staff**

There are 13 full-time academic staff at the Faculty of Education, 8 academic staff at the University in Mitrovica "Isa Boletini" and 11 part-time academic staff. During the interview with teaching staff, it was confirmed that new academic staff are provided with complete position descriptions and working conditions, information about rights and responsibilities, but they do not have sufficient information about performance evaluation and support processes for professional development. Teaching staff meet the legal requirements for tenure. The structure of academic staff in full and part time is adequate, slightly less than 64% of academic staff are full time and they make up more than 50% of the classes in the program. For each student group and for each 60 ECTS, the University has employed at least one full-time member of staff with a PhD. Nevertheless, the expert time suggests that the University in Mitrovica should employ more full-time academic staff at the Faculty of Education because full-time staff is a guarantee for the sustainable development of the study program and the institution, especially because the number of enrolled students at the Faculty of Education is very high. At the moment, it seems that the Faculty of Education in Mitrovica is very dependent on the teaching staff of the University in Prishtina (the self-evaluation report states that 8 academic staff are employed at the University in Prishtina). The expert team would like to emphasize that it is very important, especially for the Faculty of Education, that all academic staff have appropriate pedagogical education and that they teach subjects for which they have appropriate basic education. In particular, it is bachelor's and master's degrees that provide graduates with the breadth of a particular field and science. Doctoral and post-doctoral studies are primarily oriented towards research in the narrower scientific field. The bibliography of academic staff shows that the Faculty of Education has recruited some academic staff with no references from the field of teaching and they are in subjects where they teach students how to teach a particular subject. As the Faculty of Education currently employs only 8 academic staff (and not all of them have the appropriate basic education for the subjects they teach), the expert team recommends that the recruitment of new academic staff with the appropriate basic

13



pedagogical education is one of the most important priorities of the Faculty. During the interview, the expert team learned that in-service training is organized for academic staff without pedagogical training.

Academic staff cover no more than two teaching assignments (one full-time and one part-time) within an academic year. Some opportunities for additional professional development of teaching staff are offered. However, the University in Mitrovica is dependent on the University in Prishtina for organizing various professional development programs for teaching staff. Since the University in Mitrovica "Isa Boletini" also has a Faculty of Education, the expert team proposes to establish Didactic Centre at the University in Mitrovica.

The academic staff keeps a portfolio with evidence of their professional development. However, this portfolio contains more evidence of lectures, consultations and examinations and less evidence of professional development needs and strategies for improvement. From the Development plan of the academic staff of the Faculty of Education it is possible to obtain information about how many conferences an academic staff member plans to attend, how many papers he or she plans to publish, and how many study visits someone plans to make, but there is no specific information about the content of these papers, visits, etc. It is also not clear when this document was created (there is no information about who and when created this document, it is without signature, etc.), it was sent as an additional document, but the expert team asked only for a concrete portfolio of the teacher about his professional development plan.

Teachers who retire at the age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers. Duties of all academic staff, especially full-time teachers, include involvement in the academic community, availability for consultation with students, and service to the community. During the interview, students confirmed that they have enough opportunities to communicate with academic staff by mail or through regular faculty consultations. The self-evaluation report shows that some assistants do not have hours for research activities, but during the interview the dean explained that this is a mistake and that assistants also have a significant part of their duties related to research activities.

Evaluation of academic staff is conducted regularly through self-evaluation, student, peer, and supervisor evaluations and occurs once a year on a formal basis. The evaluation process of academic staff is conducted regularly twice a year. Evaluations are conducted through the following forms: Students evaluate teaching staff; each member of the teaching staff evaluates him/herself; members of the teaching staff evaluate each other; the management (Dean's





Office) evaluates each member of the teaching staff; teaching staff evaluates the management; students evaluate the management.

From the self-evaluation report, it is clear that the evaluation process of academic staff is based on the criteria arising from research activity, scientific activity and professional activity. However, as the expert team mentioned under Standard 2.2 Quality Management, the interviews with the Dean and Quality Assurance Office did not give us specific information about the maximum percentage an academic member can receive for each criterion and what he or she must do to achieve the maximum percentage.

The results of the evaluation are made publicly available, but only as a general report, and it is very difficult to obtain specific information from this report, especially about individual academic members.

STANDARD	COMPLIANCE	
	YES	NO
<i>Standard 3.1.</i> Candidates for employment are provided with full position descriptions and conditions of employment.	X (1 out of 2)	
<i>Standard 3.2.</i> The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.	X	
<i>Standard 3.3.</i> Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity.	X	
<i>Standard 3.4.</i> 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	
<i>Standard 3.5.</i> For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.	X	



<i>Standard 3.6.</i> Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.		X (1 out of 2)
<i>Standard 3.7.</i> 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	
<i>Standard 3.8.</i> 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 (1 out of 2)	
<i>Standard 3.9.</i> Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.	X (1 out of 2)	
<i>Standard 3.10.</i> Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	X	

Comment: out of 10 listed standards (and, therefore, 20 maximum points), there are 16 points reached which is 80%. Thus, it is level substantially compliant.

**Compliance level: substantially compliant**

#### **ET Recommendations:**

- 1. Depending on the number of students enrolled, it would be advisable to hire more academic staff in the Faculty of Education or reduce the number of students enrolled.*
- 2. Special care should be taken to ensure that new academic staff have appropriate pedagogical education and are academically engaged in the didactics/teaching of an individual subject. New academic staff should also have the appropriate basic education (bachelor's and master's degrees) for the subjects in which they will be assigned. If they have not acquired the relevant pedagogical education in their undergraduate level, they should acquire it in in-service training programs.*





3. *Develop more detailed criteria for evaluating academic staff and inform faculty members of these criteria. The criteria must be designed to differentiate between varying quality of work or activities of academic staff.*
4. *Establish Didactic Center or a Center for Teaching Excellence at the University in Mitrovica.*

## **2.4. Educational process content**

The primary education program is designed to last 4 years or 8 semesters, which is 240 credits (ECTS). The curriculum of the program is designed on the basis of compulsory and elective subjects. Included in this program are academic disciplines that are directly applied in the work with students and other disciplines that prepare students for teaching methodology and for the current progress of the educational process. The program of study is guided by the qualification objectives. These include subject and generic aspects, as well as the acquisition of subject, methodological and generic skills and competences.

The study program complies with the National Qualifications Framework and the Qualifications Framework for the European Higher Education Area. According to the program of study, each teacher of the subject designs the syllabus, which includes the subject description, expected learning outcomes, student contribution and load, teaching methodology, assessment methods, literature, detailed learning plan for a semester, and academic guidelines and student rules of conduct. In this program, one credit equals approximately 25 hours of total student effort, including participation in lectures, exercises, participation in seminars, research papers, home and library study, internships, and individual study.

The disciplines within the curriculum are offered in a logical flow and meet the definition and accurate identification of general and specific competencies, as well as compatibility with the programs of study and curricula offered in the EHEA. The learning outcomes are: gain a solid foundation of knowledge in education; absorb theories, concepts, principles, perspectives, and emerging trends theories of child learning and development; create environments that are healthy, respectful, supportive, and challenging for all children; Demonstrate and argue the changing nature of psychological knowledge; develop knowledge, skills, understanding and appreciation of the importance of working closely with families and communities to create respectful, mutually supportive and empowering families and engage them in their children's



development and learning; Develop a sense of connection and belonging with children with disabilities and other adults to resolve conflicts and overcome challenges they face; develop critical thinking skills to analyse advanced educational knowledge; demonstrate skills and abilities to solve complex, unpredictable problems in the field of study; understand the scientific method and its major concepts ( i.e. reliability, validity, operational definitions); design and develop seminar and research papers using a variety of methods; in accordance with professional standards, ethically treat survey participants; develop professional communication skills to communicate in a clear manner in all standard professional forms (oral presentations, research posters); summarize and synthesize educational literature; communicate research findings in a clear manner using both words and numbers; find appropriate information in print or electronic resources, evaluate the reliability of sources (e.g. e. peer review vs. non-peer review); present ethical behaviour in all aspects of science and practice (i.e., avoid plagiarism and conflicts of interest); apply knowledge in an effective manner; be able to apply educational principles in everyday life; consult with other professional when appropriate; be able to articulate how principles can be used to address social issues and inform public policy in a multicultural global context.

All syllabi are analytical and include the objectives of the subject, the basic thematic content, distributed over 15 weeks of the semester, clearly stating the basic objectives of the subject, their content, methods and forms of assessment, learning outcomes, student load, teaching methodology, applied seminars and activities, basic and secondary literature. During the interview with the students it was confirmed that they are familiar with the syllabi - the academic staff informs them at the beginning of each semester about the content of the subject, competences, assessment methods, etc.

The experts could not evaluate the structure of the courses in the study program, because there is an unacceptable confusion in that regard. The same courses have differently translated titles, for example, a course called “Academic teaching skills” is probably the same as “Academic learning skills”; in one document there is a course “Teaching Methodology with practice I (2 weeks)” and in the other “General methodology with practice I (2 weeks)”, etc. – there are a lot of other similar confusions with the translations. However, much more serious confusion in the study program is in relation to the structure of courses. It is not clear which courses are in which semester and which are obligatory and elective. For example, in the III semester in one document there are two courses “Fundamentals of research in education” and “Theory of literature in primary education”, but in the Self-evaluation report there is only “Inclusion with



methodology”; in the IV semester in one document the course “Developmental psychology” is elective, in the Self-evaluation report it is obligatory course. The same confusion is in the V semester with “Literary reading methodology” (which has also two differently translated titles). In the VII semester in the Self-evaluation report there is the “Assessment in education” course which does not exist in the same semester in the other document. In the VIII semester in the Self-evaluation report there is a course “Inclusive education”, but in the other document there is a course called “Basics in education research” which are clearly different courses.

Those confusions in the study program must be eliminated. However, in addition, the expert team would like to emphasize that the structure of the program should be improved. There are some elective subjects (Classroom management, Working with talented children, Assessment in education ...) or contents within the courses which could be considered to be compulsory for every student. Also during the interviews with graduates and employers, the expert team received information that graduates of the Faculty of Education should acquire more knowledge about classroom management and working with gifted children. The expert team would like to emphasize that psychology is probably very poorly represented in the current program (but that is not entirely clear because of the confusion which list of courses is the right one). It is also not clear why subjects such as Drawing and Fine arts are electives. In some subjects (like English and also Albanian) the expert team misses a methodological part - how to teach these subjects. There are 23 ECTS for Albanian language (including the subject Literature for Children) and only 5 ECTS for the subject Albanian with methodology.

In the Faculty of Education - Primary Education program - the learning process is organized in Albanian language. The expert team proposes to develop courses in English, as this will increase the number of students and staff coming to the Faculty of Education in the framework of mobility. The expert team also suggests better support and encouragement for students in the Faculty of Education to study abroad and better guidance (e.g. presenting comparable programs from abroad to your students) in this area.

Learning is organized in the form of theoretical lectures, seminars, individual consultations, group and pair work, implementation of contemporary teaching and learning methods, such as problem-based learning, analysis of various materials, stimulation of critical thinking, research work, practical work in the laboratory. During the interview with the students, the expert team was told that the academic staff could pay more attention to the individual needs and interests



of the students. After the program, students have the opportunity to choose elective courses, but if the group chooses an elective course, all students must take the same course.

The assessment methods have a uniform structure in the curricula. However, in the area of knowledge and skills assessment, the curricula show a pattern (not in all, but in many courses) indicating that not only knowledge and skills, but also a student's attendance and participation in the course contribute - the amount is defined differently in each curriculum - from 5% to 10% to the student's final grade, with the consequence that checking the student's performance in terms of knowledge and skills does not guarantee validity.

Policies and procedures include actions taken in situations where standards of student performance are inadequate. However, from interviews with both teachers and students, we found that one of the regular mechanisms of faculty support for students who fail exams is to schedule additional exams during the semester as well. In effect, students have more than three opportunities to pass the exam in a year, and this has the effect of reducing the value and intensity of exam preparation and reduces the seriousness of study in general.

To facilitate practical training, the Faculty of Education enters into collaborative agreements with schools. Practical learning in schools is expanded: In the first year of study - semester II 2 weeks; in the second year of study - semester IV 5 weeks; in the third year of study - semester V 6 weeks; and in the fourth year of study - semester VIII 8 weeks. During the pedagogical practice (practical learning) students are supervised by the mentor teacher of the school and the mentor from the Faculty of Education. After students complete their pedagogical practice, they turn in their reflection journals and the portfolio created during the pedagogical practice to their mentor. The intended student learning outcomes are clearly specified and effective processes are followed to ensure that these learning outcomes and the strategies for developing this learning are understood by the student.

STANDARD	COMPLIANCE	
	YES	NO
<i>Standard 4.1.</i> 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,	X	



contributing to the civil society and of developing the students' personality.		
<i>Standard 4.2.</i> 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 (1 of 2)	
<i>Standard 4.3.</i> 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.	X (1 of 2)	
<i>Standard 4.4.</i> The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc.	X	
<i>Standard 4.5.</i> If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.		X
<i>Standard 4.6.</i> The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.	X	
<i>Standard 4.7.</i> 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	X (1 out of 2)	



followed with flexibility to meet the needs of different groups of students.		
<i>Standard 4.8.</i> Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.	X (1 out of 2)	
<i>Standard 4.9.</i> Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison with other study programs at highly regarded institutions.		X (1 out of 2)
<i>Standard 4.10.</i> Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or inconsistently assessed.		X (1 out of 2)
<i>Standard 4.11.</i> If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.	X	
<i>Standard 4.12.</i> 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	

Comment: out of 12 listed standards (and, therefore, 24 maximum points), there are 16 points reached which is slightly less than 67%. Thus, it is level **partially** compliant.

**Compliance level: partially compliant**

**ET recommendations:**

- 1. The content and course structure of the program should be improved. There are some elective subjects or contents within the courses which could be considered to be compulsory for every student (or vice versa).*
- 2. Provide English language courses and study programs in English.*
- 3. We propose that the final grades of each course do not include the attendance of students in the courses, but only the assessment of knowledge and skills. Student attendance in a*





*particular course according to the criteria that should be specified in a syllabus of a particular course could be a condition that must be met in order to take a final exam. (In this case, it is not possible for a student to pass the course at all without appropriate attendance and participation, and grades do not confuse knowledge with attendance and participation.)*

*4. We suggest that the faculty finds out other mechanisms to support students who do not pass the exams and stop adding exam terms during the semester when other educational activities are being conducted.*

*5. Develop a strategy to encourage more students and staff to participate in various mobility activities.*

*6. The exams are important factor which defines the actual workload of students and the quality of the study program resulting in actual knowledge and skills of students. Therefore, we suggest that university teachers carefully design and apply the evaluation of student's knowledge and skills to ensure that it is impossible to pass the exams or obtain high grades using only simplified material (for example, PPT from lectures) without studying prescribed literature.*

## **2.5. Students**

From the documents it is a clear that there are formally adopted admission procedures at institutional level which the study program respects when organising students' recruitment. The faculty's leadership and heads of study programme have confirmed in the interviews that the admission requirements are consistently and fairly applied for all students.

According to the provided evidence, students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.

The maximum number of students in lectures for mandatory courses is 80, while for elective subjects the number can be 10. The maximum number of students in lab hours for mandatory courses is 15; for elective subjects is 20 which is fair but to guarantee the quality of education process it could also reach 30. It would be also possible to organize lectures for more students (for example 100 students) and divide them into smaller groups (15-20) at seminar/laboratory work (for example, when they learn particular practical skills).

According to the interviews with students, feedback to students on their performance and results of assessments is given promptly. The Faculty ensures mechanisms that include



additional lectures and practical work as well as materials for the specific course if needed. However, it seems that an additional regularly used mechanism to ensure advancements of students are also additional exam terms during the semesters outside exam periods which does not contribute to the quality of the study program.

The results obtained by the students throughout the study cycles are certified by the academic record. Mechanisms for assistance to students are implemented only as additional hours or consultations. Students in specific situations may have special treatment, like exemption from semester payment and illnesses that require longer treatment time. We did not find any evidence about special treatment in relation to situations like student pregnancy and the maternity leave or interruption of studies for the reason of employment for fixed time. All examinations and records of student completion rates are kept for all courses and for the program as a whole.

UIBM possesses the anti-plagiarism programme and according to the statements of teachers and students, it is being used to ensure that work submitted by students is original. However, from their answers it was not clear whether anti-plagiarism methods are used mainly for diploma papers, or also for seminars and similar works of students.

Students' rights and obligations are defined with the UIBM Statute that is published as online document, rights and obligations are published also. Students have the right to submit written complaints to the Dean of academic unit against the grade taken.

The students' transfer between higher education institutions, faculties and study programs is regulated in the UIBM Statute, for each academic unit and it is done with the decision taking on competition announcement by the UIBM Senate and specifying the criteria of transfer, based on the rules of recognition for foreign qualifications in compliance with the Lisbon Convention on Recognition of Qualifications as well as qualifications gained outside the Institutions of Higher Education and UIBM Statute.

The students confirmed that the academic staff is available at sufficient scheduled times for consultation and advice to students.

According to the teachers, they are engaged for the improvement of the learning process by using contemporary methods of teaching, co-creative learning, consultations with students.

Student's tests, assignments and projects are graded according to the matrices set in syllabi which ensures that the planned range of domains of student learning outcomes are addressed.

From the self-evaluation and the interviews with teachers it is clear that there is lack of literature in Albanian language, which raises further question whether textbooks and reference materials are up to date.





STANDARD	COMPLIANCE	
	YES	NO
<i>Standard 5.1.</i> There is a clear and formally adopted admission procedure at institutional level that the study program respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students.	X	
<i>Standard 5.2.</i> All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.	X	
<i>Standard 5.3.</i> The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.	X (1 out 2)	
<i>Standard 5.4.</i> Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	X	
<i>Standard 5.5.</i> The results obtained by the students throughout the study cycles are certified by the academic record.	X	
<i>Standard 5.6.</i> Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.	X (1 out of 2)	
<i>Standard 5.7.</i> Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.	X	
<i>Standard 5.8.</i> Effective procedures are being used to ensure that work submitted by students is original.	X (1 out of 2)	
<i>Standard 5.9.</i> 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	
<i>Standard 5.10.</i> The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.	X	



<i>Standard 5.11.</i> Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.	X	
--	---	--

Comment: out of 11 listed standards (and, therefore, 22 maximum points), there are 19 points reached which is 86%. Thus, it is level substantially compliant.

**Compliance level: substantially compliant**

**ET recommendations:**

1. *As more and more student work (seminars, etc.) is written and submitted in electronic form, it is recommendable that anti-plagiarism mechanisms should be used also for seminars and similar works of students.*
2. *It seems that there is lack of study literature in Albanian language, the faculty and academic staff should put more efforts in providing textbooks and reference materials for students.*

## 2.6. Research

Within the framework of the strategic plan of the University in Mitrovica "Isa Boletini", a strategic plan for scientific research in 2020 was drafted. Scientific research is one of the strategic objectives and within this plan specific objectives and activities are presented for research and support of academic staff for scientific research. Specific objectives are: Drafting a strategic research plan (activities: Forming a working group and drafting of a strategic research plan; establishment of research institutes in academic units; functioning of the scientific research office ); establishment of a fund from financial income for research support (activities: establishment of a fund from UMIB's own revenues; application for support from various programs MEST and partnership in joint international projects); organization of UMIB conferences (activities: organization of the annual edition of the multidisciplinary and international conference in geosciences; organization of a specialized conference in the field of interaction University- Industry (UIC)).

Regarding the specific objectives and activities presented, the expert team would like to emphasize that the research objectives are very general and there are also no clearly specified indicators and benchmarks for the research development plan of an academic staff member.



Within the presented research activities, the Faculty of Education is actually missing. For example, the University in Mitrovica plans to organize 2 conferences: one in Geosciences and one in Industry, so no topic related to education. During the interview, the expert team learned that international conferences are usually organized at the university level and academic staff from the Faculty of Education participate in the conferences with their contributions. However, it seems that the Faculty of Education does not organize academic conferences independently, nor are conferences organized at the university level at the initiative of the Faculty of Education.

The strategic plan had envisaged the establishment of a Centre for Research and Development in 2020, where multidisciplinary institutes will operate. A research office was also envisaged and the establishment of research units within the faculties. During the interviews, the expert team received about this confusing information. The Dean stated that Centre for Research and Development and the Research Office were the same, but the quality assurance representatives and administrative staff stated that they were two different units. The Dean stated that the Centre for Research and Development was established, while the quality assurance representatives and administrative staff said that the Centre was not established. The dean and the quality assurance representatives and administrative staff responded that the faculty-level research units have not yet been established. Despite the confusing information about these units, the expert team concludes that support for research in the Faculty of Education is currently poorly organized. This is also reflected in the poor research performance of academic staff.

From the biographies of academic staff, the expert team can conclude that there is a wide variation in research activity and staff references. Some academic staff have a good track record of research achievements. However, it is also apparent that not every academic member of staff produces on average at least one scientific research publication per year. Not all academic staff have a proven track record of research outputs on the same subjects as their teaching. If someone teaches subjects where students also learn how to teach a subject, it is expected that a teacher or teaching assistant will also have references in the field of didactics of an individual subject. The expert team would like to particularly emphasize that academic staff of the Faculty of Education should also be involved in research on the subject didactics/teaching of a single subject (e.g. teaching chemistry, mathematics, etc.).



In this context, the expert team proposes to increase financial and especially human resources in order to improve the research activities of academic staff in the Faculty of Education. Better support and encouragement for academic staff (especially junior academic staff) to develop research collaborations with colleagues in other institutions and in the international community.

Expectations for teaching staff participation in research and scholarly activities are specified, but performance against these expectations is not adequately reflected in the criteria for staff evaluation and promotion. Publication of scientific research is mandatory for performance evaluation of academic staff. It is clear from the self-evaluation report that the evaluation process of academic staff is based on the criteria arising from research activity, scientific activity and professional activity. However, these criteria should be more specific as it is not clear what an academic staff member needs to do now to achieve the maximum percentage for each criterion. During the interviews, the expert team was told that an academic staff member can meet the criteria in research activity if he or she gives a presentation at a conference organized by the university. And also in the self-evaluation report there is the information (p. 65): "UIBM, and the Faculty of Education specifically, within the framework of the Memorandum of Agreement with Albanian Institute of Sociology (Tirana), organizes an international conference every year, where the research findings are presented and published in the Proceedings (ISSN) and in the journal "Social Studies"." It is true that the University in Mitrovica is a co-organizer of this conference, but from the Proceedings it appears that the academic staff of the Faculty of Education very rarely present their scientific papers at the conference: in 2019 there was 1 paper, in 2018 there was 1 paper and in 2017 no one from the University in Mitrovica published a paper under the thematic session Education and Sport.

Full-time academic staff publish under the name of the institution in Kosovo to which they belong as full-time staff. However, there is some ambiguity about the name under which part-time academic staff publish, especially academic staff affiliated with other universities, such as the University in Prishtina.

There are intellectual property guidelines and clear procedures for the commercialisation of ideas developed by staff and students. Academic staff are encouraged to include information about their research and scholarly activities relevant to the courses they teach, along with other significant research developments in the field. However, during the student interviews, the expert team was convinced that students should be more informed about the research activities of academic staff and that student involvement in research projects should be improved.



STANDARD	COMPLIANCE	
	YES	NO
<i>Standard 6.1.</i> The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.		X (1 out of 2)
<i>Standard 6.2.</i> Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.		X (1 out of 2)
<i>Standard 6.3.</i> Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.	X (1 out of 2)	
<i>Standard 6.4.</i> The academic staff has a proven track record of research results on the same topics as their teaching activity.	X (1 out of 2)	
<i>Standard 6.5.</i> The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.	X (1 out of 2)	
<i>Standard 6.6.</i> Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.	X (1 out of 2)	
<i>Standard 6.7.</i> Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.		X



<i>Standard 6.8.</i> Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full time staff.	X (1 out of 2)	
<i>Standard 6.9.</i> Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.	X (1 out of 2)	
<i>Standard 6.10.</i> Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	X	
<i>Standard 6.11.</i> Students are engaged in research projects and other activities.	X (1 out of 2)	

Comment: out of 11 listed standards (and, therefore, 22 maximum points), there are 11 points reached which is 50%. Thus, it is level partially compliant.

**Compliance level:** partially compliant

#### **ET Recommendations:**

- 1. Design more concrete research objectives with clearly specified indicators and benchmarks for an academic staff's research development that are known to academic staff and help them to promote their research work.*
- 2. Increase financial and human resources to achieve the research goals of the Faculty of Education.*
- 3. Establish a Centre for Research and Development, a Research Office, and organizational research units if not already established.*
- 4. Provide better support for academic staff (especially junior academic staff) to develop research collaborations with colleagues in other institutions and in the international community.*



5. *The Faculty of Education should be the initiator and organize scientific meetings, symposia, conferences, round tables from the field of education.*
6. *Research on teaching of a particular subject (subject didactics) should be a priority topic for academic staff at the Faculty of Education.*
7. *Increase the number of scientific publications published by the academic staff.*

## **2.7. Infrastructure and resources**

Within the new university campus, the building No. 1 (one) has a total internal area of 18,028.5 square meters, space, and resources available for students and staff (32 classrooms, 3 amphitheatres, library including a reading room and a computer room, 59 cabinets for teaching staff). We estimate that long-term implementation of the study program is ensured in quantitative terms as regards premises and equipment. The concerns remain in relation to human resources, i.e., there is not enough qualified university teachers and assistants to carry out the study program for the existing quantity of students.

The main financial source of the institution is the income allocated by the state budget, which is managed by MEST and the Ministry of Finance. Regarding the fact that the budget of the public university largely depends on the state finances that are provided through the Ministry of Finance, the sustainability of the study program could be considered as guaranteed for the next three years. However, the same amount of funds is foreseen for the wages and daily fees for the next three years. The faculty will be not able to employ new full-time academic staff what it should do to enrol the existing number of students.

The higher education institution possesses spaces adequate for the educational process and adequate software, library equipped with reading rooms and group work rooms. According to the existing data we estimate that its own book stock is not sufficient, and it should be improved.

Within new buildings the infrastructure and facilities dedicated to the implementation of the program will be adapted to students with special needs.





STANDARD	COMPLIANCE	
	YES	NO
<i>Standard 7.1.</i> The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.	X (1 out of 2)	
<i>Standard 7.2.</i> 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 (1 out of 2)	
<i>Standard 7.3.</i> The higher education institution demonstrates 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 (1 out of 2)	
<i>Standard 7.4.</i> 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	
<i>Standard 7.5.</i> 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;	X	





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.		
<i>Standard 7.6.</i> The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.	X	

Comment: out of 6 listed standards (and, therefore, 12 maximum points), there are 9 points reached which is slightly less than 75%. Thus, it is level substantially compliant.

**Compliance level:** substantially compliant

**ET recommendations:**

- 1. There is not enough qualified university teachers and assistants to carry out the study program for the existing quantity of students and there are no additional funds foreseen to employ additional academic staff. Therefore, we suggest reducing the number of students in the study program.*
- 2. We propose that the faculty invests more funds into its own book stock in the library to support the quality of student's educational process.*

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

The overall compliance level for 7 standards for the study program PRIMARY EDUCATION delivered by the University "Isa Boletini" in Mitrovica, Faculty of Education, corresponds to the following: 4 substantially fulfilled and 3 partially fulfilled standards.

The process of evaluation went smoothly, without any technical problems. The expert team would like to note that the process of re-accreditation of the study program was carried out in the conditions of externalities of COVID -19, and the Faculty of Education has emphasized the difficulties and consequences of this process. The Faculty of Education has effectively



organized the process of re-accreditation of the study program and has also responded to the additional requirements of the expert team and has submitted all the required documents. The expert team believes that the Faculty of Education has a good potential. However, there are also some aspects that should be improved, especially regarding the quality management, educational process content and research activity. The Faculty of Education should recruit more academic staff with appropriate pedagogical education and they should be academically engaged in the didactics/teaching of an individual subject. Research on teaching of a particular subject (subject didactics) should be a priority research topic for academic staff in the Faculty of Education. There should be more courses that integrate subject content with methodology of the subject to enhance pedagogical knowledge and skills of the students. The study program needs an evaluation of the overlapping contents in the courses. On the other hand, the program needs the evaluation which courses have the contents that must be obligatory and which contents/courses could be elective ones.

The Faculty of Education should better support academic staff (especially junior academic staff) in developing research collaborations with colleagues in other institutions and in the international community. Academic staff need to increase the number of published scientific publications. Faculty of Education should establish a Centre for Research and Development, a Research Office, and organizational research units. The Faculty of Education should develop more detailed criteria for each area of academic staff performance evaluation and ensure that all components of the quality assurance system (e.g. research activity; international collaboration) will have a more important role in the quality assurance system process and in the academic staff performance evaluation system.

Special attention should also be given to the publication of textbooks in Albanian and more subscriptions to foreign publications and journals. As the quality of the study program depends strongly on the quality of the research work of the academic staff (recorded in their scientific publications), the expert team suggests that the Faculty of Education should reduce the number of students enrolled in this study program until it recruits new academic staff with pedagogical background and good scientific publications. The expert team also suggests that the final grades of each course do not include students' participation and attendance in the courses, but only the assessment of knowledge and skills, and that the academic staff carefully designs and applies the assessment of students' knowledge and skills to ensure that it is impossible to pass the examinations or obtain high grades by using only simplified material (e.g. PPT from lectures) without studying the prescribed literature.

In conclusion, the Expert Team considers that the study program **PRIMARY EDUCATION** offered by the **University "Isa Boletini" in Mitrovica, Faculty of Education** is



Republika e Kosovës  
Republika Kosova - Republic of Kosovo



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

**"Substantially compliant"** with the standards of the KAA Accreditation Manual and therefore recommends to accredit the study program for **a duration of 3 years** with a number of **60 students** to be enrolled in the study program.

### Expert Team

#### Chair

	<b>JANEZ VOGRINC</b>	<b>22. 4. 2021</b>
(Signature)	(Print Name)	(Date)

#### Member

	<b>JANEZ KREK</b>	<b>22. 4. 2021</b>
(Signature)	(Print Name)	(Date)