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Republika Kosova - Republic of Kosovo



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Kosovo Accreditation Agency

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**“Haxhi Zeka” University in Peja  
Faculty of Arts**

**BACHELOR IN MUSIC EDUCATION**

**REACCREDITATION OF THE STUDY PROGRAMME**

**REPORT OF THE EXPERT TEAM**

*Zagreb, 18 May 2021*



## TABLE OF 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 .....	6
2. PROGRAM EVALUATION .....	9
2.1. Mission, objectives and administration.....	9
2.2. Quality management .....	12
2.3. Academic staff .....	15
2.4. Educational process content.....	17
2.5. Students.....	21
2.6. Research.....	24
2.7. Infrastructure and resources .....	26
3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET .....	30
4. APPENDICES ( <i>if available</i> ).....	32



## 1. INTRODUCTION

### 1.1. Context

**Date of site visit:** 29th of March 2021

**Expert Team (ET) members:**

- A red.prof.art. Marina Novak, University of Zagreb Academy of Music

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

- A Naim Gashi, Executive Director of KAA
- B Shkelzen Gerxhaliu, Senior Officer for Monitoring and Evaluation
- C Arianit Krasniqi, Senior Officer for Evaluation and Accreditation
- D Leona Kovaçi, Senior Officer for Monitoring and Evaluation
- E Ilirjane Ademaj, Senior Officer for Monitoring and Evaluation

**Sources of information for the Report:**

- A Self-evaluation Report (SER) “Haxhi Zeka” University in Peja, Faculty of Arts (2021)
- B supplemental documents requested by expert (30/3/2021)
- C Information obtained during the on-line meetings with management of the institution, teaching and administrative staff, students, graduates, external stakeholders and employers of graduates; visiting relevant websites, video presentation of the facilities

**Criteria used for program evaluation:**

- A KAA Accreditation Manual



## 1.2. Site visit schedule\*

- 09.00 – 09.40** Meeting with the management of the institution (*meeting with Dean, Vice dean*)
- Prof. Asoc. Hysen Nimani – Dean
  - Prof. Asoc. Astrit Pallaska – Chief of department - EM
  - Prof. Asoc. Fatbardh Gashi – Chief of department EAIF
  - MSc. Shqipe Loshaj - Secretary of Faculty of Arts
- 09.45 – 10:45** Meeting with the heads of the study programme
- Prof. Ass. Alba Muqolli - Dehiri
  - Prof. Asoc. Astrit Pallaska
  - Prof. Asoc. Syzana Jakupi
  - Prof. Ass. Arsim Kelmendi
- 10:50 – 11:30** Meeting with quality assurance representatives and administrative staff
- Prof. Asoc. Syzana Jakupi-Member of Commission for Quality Assurance
  - Prof. Ass. Alba Muqolli-Dehiri-Officer for Quality Assurance
  - Lorentina Gashi – Student Affairs Officer
- 11:30 – 12:20** Lunch break
- 12:25 – 13:15** Meeting with the teaching staff
- Prof. Asoc. Mimoza Pajaziti Drançolli
  - Prof. Asoc. Besa Berberi
  - Ma. Adelina Paloja (engaged Professor)
  - Prof. Asoc. Xhevdet Sahatxhija (engaged Professor)
  - Prof. Dr. Bajram Çupi-Professor external (from University of Prizren)
  - Prof. Ass. Dardan Gjinolli
- 13:20 – 14:00** Meeting with students
- Leonita Mulliqi - Student 4 year- ME (Music Education)
  - Endrit Gorqaj- Student 4 year- ME (Music Education)
  - Hadije Dragaj- Student 4 year- ME (Music Education)
  - Betina Millaku- Student 3 year- ME (Music Education)
  - Françesk Sula- Student 1 year- AEI (Artistic Education on Interpretation)
  - Besarta Balaj- Student 1 year- ME (Music Education)



**14:05– 14:45** Meeting with graduates

- Fllanza Taraku (graduates EPM)
- Veronika Zimaj (graduates ME)
- Miftar Raci (graduates ME)
- Vesa Nushi (graduates ME)
- Eqrem Berisha (graduates EPM)
- Violeta Kryeziu (graduates ME)

**14.50 – 15:30** Meeting with employers of graduates and external stakeholders

- Engelbert Zefaj- Chairman of Advisory Body
- Besim Avdimetaj-Director of Education in Municipality of Peja
- Kastriot Sada- Director of Music School in Gjakova
- Drita Kadriu-Member of Advisory Body
- Vullnet Sanaja- Director of Anibar Festival
- Albina Jevric- Vice Director of “Lidhja e Prizrenit”

**15:35 – 15.45** Internal meeting – Expert Team and KAA

**15:45 – 15.55** Closing meeting with the management of the institution

- Prof. Asoc. Hysen Nimani – Dean
- Prof. Asoc. Astrit Pallaska – Chief of department - EM
- Prof. Asoc. Fatbardh Gashi – Chief of department EAIF
- Msc. Shqipe Loshaj - Secretary of Faculty of Arts

\*all meetings were held through Zoom video-communication service



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

*Haxhi Zeka* University in Peja (UHZ) was formally established in 2011 in the process of transformation from an academic unit of the University of Prishtina to an independent university as it happened with five other regional universities in Kosovo. The relatively long tradition of providing higher education programs, cultural and artistic legacy promoted by the Economics High School, study programs in different majors/profiles, close connection with the community and industry are some of the elements that have characterized the University of Peja a HE qualitative institution. Moreover, the attractive geographical position, the identification of the city of Peja as a city of culture, as a destination of international tourism and mountain sports, have necessarily been important in profiling the study programs that the University of Peja offers. These qualities have made UHZ attract students from the region of Peja and Kosovo and other Albanian-speaking countries of the region. As a public higher education institution in the Republic of Kosovo, the UHZ provides specific study programs in the Bosnian language in order to contribute to the inclusion of higher education students and the integration of communities in Kosovo.

University consists of five faculties: *Faculty of Business, Law Faculty, Faculty of Tourism, Hospitality and Environment Management, Faculty of Agribusiness* and *Faculty of Arts (FA)*.

*Haxhi Zeka* University's mission says: "UHZ is a centre of scientific, artistic and professional education, which prepares competitive students for the labour market, future leaders in relevant fields who shall contribute to the development of society as a whole."

The special mission of the FA is "...the training of students in the pedagogical aspect and professional training. According to the mission, the teaching activity is based on the highest standards in teaching, learning, and assessing students' knowledge, including scientific research and artistic activities. FA shall make efforts within its mission to be fully incorporated into the most advanced European standards of higher education according to the Bologna Declaration and the reform of European legal higher education. ..."

Faculty of Arts offers the following study programs:

- Music Education Program (ME), BA-Professional, 240 ECTS, accredited for 2016-2019 and continued until 2020, reaccreditation.
- Artistic Education in Performing (AEP), B-Mus, 240 ECTS, accredited for 2019-2022.,
- Music Education Master Program (MEM), M-Mus, 60 ETC, accredited for 2019-2022.

The Music Education Programs have existed since the establishment of the UHZ - Faculty of Arts, respectively, since 2012. From 2012 onwards, FA has two programs, Music Education and General Education in Music. These two programs are now merged into a single program,



Music Education (BA). This is the fourth application of FA for accreditation/ reaccreditation of these study program.

Name of the institution	“Haxhi Zeka” University in Peja
Faculty / Department	Faculty of Arts (FA)
Name of the study program	MUSIC EDUCATION (BA)
NQF Qualification Level	NQF Level Six
Accreditation / Reaccreditation	Reaccreditation
academic degree and title of diploma in long and short form	Bachelor of Arts in Music Education (BA)
Program profile (specialization)	Arts and Humanities
Erasmus Code	03.2 Music and Musicology
Profile of the academic program (specialization)	-
The minimum duration of the study	4 years / 8 semesters
ECTS	240
Type of study	Regular/Full-time
Modules/Courses (titles)	Courses: Musical Theory, The Fundamentals of Ear Training I; Basics of Solfeggio I-II; Solfeggio I-IV Mandatory piano I-VI, Orff’s Instrumentarium I-II, Recognition of Musical Instruments I-II, Choral Singing I-VIII, Vocal Techniques I-II, Choral Conducting I-IV, Basics of Flute or Clarinet or Solo Singing and Piano Accompaniment I-IV Psychology I, Basics of General Pedagogy, Pedagogy of Music Teaching (pedagogical practice) I-II, Solfeggio Methodology and Practice, Methodology and Practice of Music Theory I



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	Basics of Harmony, Harmony I-III, Harmonic Analysis, Arrangement I-II, Polyphony I-II, Basics of orchestration I-II, Score Reading I-II, Analysis of musical styles I-II, Musical Forms I-IV, Music History I-III, National Music History, Musical Aesthetic I-II, Sociology of Art Folklore I-IV, Ethnomusicology I-II English Language I-II, Information Technology I-II, Jazz I-II, Acoustic Engineering I-II, Management of Musical Events I-II, Research development methodology Diploma Thesis
Number of students	25 students per year
Full time scientific / artistic staff (Number of staff per category)	11 professors
Tuition Fees	€ 25 /per semester (according to the decision of the Ministry, the first and second semesters are complete free of charge)





## 2. PROGRAM EVALUATION

### 2.1. Mission, objectives and administration

Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.

According to the Statute (article 6) the mission of the UHZ is:

- "...to act as an institution for the advancement of knowledge, ideas and science in the high education system of Kosovo;
- to act as an institution in the development of education, science, culture, society and economy of Kosovo;
- to help the process of promoting civic democracy;
- to aim on creating and supporting the highest standards in the field of teaching and learning, scientific research and artistic creativity;
- to utilize its resources most efficiently;
- to maximally cooperate and participate in all high education activities at national, regional and international level;
- to adapt to the European standards;
- to be fully integrated into the European High Education Area in the European Research Area and to take the appropriate reform steps necessary to achieve this mission. ..."

According to the SER, the primary mission of the study program Music Education (BA) is to be the centre of artistic, pedagogical and professional education, which prepares competent students for the labour market, future teachers in the field of Music Education, who will contribute to the overall development of society.

The mission and the objectives of the study program Music Education (BA) are in line with the mission of UHZ, which said that the University is a centre for scientific, artistic and professional education training professionals for the labour market, also a leader of the future in relevant fields that will contribute to the development of the whole society, with particular focus on musical abilities training and enhancing student's professional spectrum.

**The study program mission complies with the mission of the UHZ.**



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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.

According to The National Qualifications Framework<sup>1</sup> descriptors for the level 6 of the NQF “Individuals must have advanced knowledge in and about the field of work or study, including a critical understanding of theories and principles, advanced practical, cognitive and creative skills and be able to demonstrate mastery and innovation to solve complex and unforeseen problems in the specialized field of work or study. At this level, students should carry out tasks or studies that include managing complex technical and professional activities or projects, which may include decision-making responsibility in unforeseen work or study contexts, or manage the professional development of individuals and groups.

... Programmes in formal higher education Level 6 programmes offer in-depth knowledge and skills that are consistent with first cycle study programmes. They can be professional or academic in content and have credit value, and can last three or four years of full-time study. These qualifications are in accordance with the first cycle of the Bologna process and relevant Dublin descriptors and lead to a Bachelor's degree. Based on the knowledge and skills necessary for professional practice and may be the basis of a license to practice the profession.” (pp 45- 46)

**The study program is broadly harmonized with the NQF of the Republic of Kosovo in terms of duration (4 years, 240 ECTS) and general learning outcomes. Learning outcomes for the proposed study program are specified on a study and course (subject) level. It is advisable to define which general learning outcomes each subject contributes to clearly.**

Standard 1.3. The study program has a well-defined overarching didactic and research concept.

The study program curriculum is structured by a combination of compulsory and elective courses in Music Education. 230 ECTS credits are taken from the courses, 10 ECTS credits from the diploma thesis. The primary focus is on professional music disciplines: theoretical (Musical Theory, The Fundamentals of Ear Training; Basics of Solfeggio; Solfeggio, Basics of Harmony, Harmony, Harmonic Analysis, Arrangement, Polyphony, Basics of orchestration, Score Reading, Analysis of musical styles, Musical Forms, Recognition of Musical Instruments) and practical (Mandatory piano, Orff's Instrumentarium, Choral Singing, Vocal Techniques, Choral Conducting, second instrument (Flute, Clarinet, Voice) Pedagogical courses (Psychology, Basics of General Pedagogy, Solfeggio Methodology and Practice,

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<sup>1</sup> [https://akkks.rks-gov.net/uploads/national\\_qualification\\_framework\\_handbook\\_2020.pdf](https://akkks.rks-gov.net/uploads/national_qualification_framework_handbook_2020.pdf) (4/4/2021) p. 45-46



Music Teaching Pedagogy (pedagogical practice) I-II, Methodology and Practice of Music Theory), and musicological courses (Music History I-III, National Music History, Musical Aesthetic I-II, Sociology of Art, Folklore I-IV, Ethnomusicology I-II) and Research development methodology provides broader pedagogical and contextual knowledge. Other, mostly elective courses (English Language, Information Technology, Jazz, Acoustic Engineering, Management of Musical Events), expand specific knowledge in the music and music-related fields.

The study program is provided in a logical flow and complement the precise definition of general and specific competencies.

**The study program does have a well-defined overarching didactic concept. Although the study program introduces students to academic writing basics, the concept of artistic/scientific research is not largely represented in the program.**

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.

According to the submitted documents, there are regulations and procedures related to academic affairs (enrolment, course of studies, exams, manner of completing studies, etc.). They are mainly regulated at the level of the University. All documents are publicly available on the web site of the UHZ/FA.

**Formal policies, guidelines and regulations dealing with recurring procedural or academic issues, stated in the SER and other submitted documents, are in accordance with general principles applicable to the performance of the activities at the FA and UHZ.**

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.

In SER, the UHZ administration has distributed brochures that summarize the rights to academic appeals: appeal to teachers' appraisals, appeals of decisions of the study committee, disciplinary committee, dean, council, Senate, etc. Student representatives also take care of promoting these rights.

**Teachers, associates, staff and studies comply with the provisions of the Ethics Code UHZ and other related documents (Code of Conduct).**



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.

According to the SER, a review of the policies, laws, terms of reference, and declarations relating to program management **is carried out on a one-to-two-year basis over six months, depending on the findings and after consultation with the members of the Advisory Body.**

**Compliance level:** Fully compliant

**ET recommendations:**

- 1. define QA procedures and indicators of QA specifically for music related study programs*
- 2. link the learning outcomes of each subject with the general learning outcomes at the study level*
- 3. officially introduce the concept of artistic/scientific research in the study program*

**2.2. Quality management**

Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.

According to the QA Manual and SER **all academic staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.**

The results and recommendations for improvement are implemented once a year, at the beginning of the academic year and are based on the University Statute (Article 211), which regulates the quality evaluations to achieve the objectives, adjust the work and keep the measures taken.

Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.

The QA is regulated through the Regulation on Quality Assurance and Evaluation, which explains that quality policies, procedures, processes and initiatives focus on continuous improvement through regular periodic self-evaluation at least once a year, with objectives, standards of performance, progress review and overall evaluation.



**It can be concluded that evaluation processes and planning for improvement are integrated into normal planning processes.**

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.

According to SER and QA Manual it can be concluded that QA processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.

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.

The assessment of the program is carried out by researching market demands, updating syllabi, updating the courses according to the programs of similar study programs from international universities, updating the student workload in the course syllabus, developing the academic unit through the new portfolios of research.

Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.

According to the SER and additional documentation, it can be concluded that QA processes ensure both that required standards are met and that there is continuing improvement in performance.

Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.

The quality office collect data from student surveys on academic and administrative staff, graduates and employers of the graduates, self- evaluation of the academic staff and evaluation of the staff by management of the FA. According to the Quality Assurance Manual, student evaluations of academic staff and administration, Dean's evaluation of academic staff, and the academic staff self-evaluation are conducted each semester, whereas, questionnaires with graduates and employers are conducted annually. The reports are publicly available.



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.

FA reports that results of the internal quality assurance system are taken into account for further development of the study program. The data from the evaluations (assessment results, student workload, academic success and graduate employment) are taken as a basis for the development of study programs with a focus on student support.

Standard 2.8. The institution ensures that reports on the overall quality of the program are prepared periodically (e.g. every three years) for consideration within the institution indicating its strengths and weaknesses.

According to the SER, a review and evaluation of the program is carried out during the reaccreditation process, and changes are made where there is room for improvement. The faculties, academic and administrative leaders are obliged to prioritize and articulate strengths, weaknesses and priorities in action plans which are widely modelled and actively disseminated and used. Consequently, by identifying strengths and weaknesses, recommendations are made for necessary changes / improvements.

Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.

In SER is stated that it is paid attention on constant attention to improving weak points and overcome the challenges, especially on the content of the learning process and the development of the study program. However, no evidence has been provided on how QA processes themselves are evaluated and improved.

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *digitalisation of the evaluation system*
2. *define specific standards appropriate to the art fields, especially music*
3. *development and elaboration of quality indicators*
4. *development of new QA procedures based on post-implementation process evaluation*
5. *improving of student participation in academic life including participation in the design and implementation of quality assurance processes*



### 2.3. Academic staff

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 official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.

In SER are mostly provided proscribed data about full time (FT) and part time (PT) academic staff. Tables 1 and 2 do not list all the courses taught by academic/ artistic staff. For academic staff who teach Jazz and Music Aesthetic data are not given.

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.

Procedures, selection criteria and evaluation of regular staff and associates are defined and developed in accordance with the Law on Higher Education, Labour Law, UHZ Statute, Regulation on Evaluation Procedure for Election and Advancement of Academic Personnel, Regulation on Evaluation Procedure for the Engagement of UHZ Foreign Associates and Administrative Instruction no. 015/2018. These legal criteria are taken into account as for election, re-election, and advancement in academic titles.

**FA provides evidence that teaching staff comply with all legal requirements. The listed full time staff and their qualifications are good basis for the current study programme.**

Standard 3.3. 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.

Although the holder of the study program claims that the teaching staff that are part of this program comply with the legal requirements related to the profession and teaching positions included in the Administrative Instruction no. 015/2018 in the SER **are not specified specific allegations** related to this criterion.

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.



A total of 18 teachers, 10 full-time employees, and 8 external associates are involved in the performance of this study program's main subjects. According to their planned workload the **full time employees perform majority of the classes.**

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 PhD title or equivalent title in the case of artistic/applied science institutions.

Due to the nature of the study field, in which are teaching in a small groups or individual (one-to-one) dominant, it is necessary to define the size and number of study groups. The workload of the teaching staff is mostly dependant on the number of students.

Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.

FA provides teaching staff opportunities for presenting research and artistic work in a local and broader context, although these opportunities are not financially supported. **There is no evidence provided about possibilities for improving teaching competencies for those who show deficiencies.**

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.

The engagement of teaching staff in the academic and broader community is good elaborated, and their contacts with students outside the regular teaching hours.

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.

FA reports regular assessment of teachers and associates by students twice a year. Academic staff is obliged to perform self-evaluation of their work and they are also evaluated by management of FA on annual basis. Some of the results (student survey) is publicly available in appropriate way.

Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.





There is **no evidence provided** for the QA procedures regarding improving the teaching strategies and quality of learning materials.

Standard 3.10. Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.

According to the Labor Law of the Republic of Kosovo a member of the academic staff retires at the age of 65, but with the possibility of engaging in the teaching process even after retirement. In case of need, University may engage academic staff in the teaching process and research until the age of seventy (70) years.

**Compliance level:** Partially compliant

**ET recommendations:**

- 1. introduction of other forms of teacher performance evaluation such as peer evaluation*
- 2. development of teacher training programs and support, especially for newly employed*
- 3. encouraging continuous improvement of teaching skills*
- 4. development of new and improvement of existing teaching materials*
- 5. employment of new teaching staff especially teaching assistants*

**2.4. Educational process content**

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.

The study programme has a base on the objectives and needs of the labour market. It mostly includes main aspects related to the future vocation and the acquisition of disciplinary, pedagogical and generic skills and knowledge. **Individual components of the study programme are comparable to similar study programs at other European higher education music institutions.**

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.

As mentioned in the standard 1.2., the study program is broadly harmonized with the NQF of the Republic of Kosovo in terms of duration and general learning outcomes. Individual program components are combined in a way to best meet the specified training objectives and provide adequate forms of teaching and learning.

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.

Disciplines within the study program are provided in a logical flow. As mentioned in standard 1.2., learning outcomes for the proposed study program are specified on a study and course (subject) level. **It is preferable to interconnect learning outcomes of each subject with appropriate, general learning outcomes on the study programme level. Learning outcomes at the study level are described quite generally. In this way, it is difficult to monitor and evaluate their realization.** It would be good to consult AEC recommendations<sup>1</sup> when defining more specific outcomes.

Standard 4.4. The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.

In SER, some syllabuses are missing (Fundamentals of solfeggio, Mandatory Piano, Orff's Instrumentarium, Flute, Vocal technique, Basics of general pedagogy etc.), some courses appeared with different names (Basics of Psychology – Psychology; Score Reading-Sight reading). Besides, an electronic form description of the Jazz I-II subject is not attached. For other subjects, descriptions containing at least the minimum required elements are provided. It is advisable to have a more detailed description of learning outcomes and uniform and a more apparent distinction between basic and more advanced learning outcomes in courses taken for

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<sup>1</sup> [https://www.aec-music.eu/userfiles/File/customfiles/aec-learning-outcomes-2017-english\\_20171218113003.pdf](https://www.aec-music.eu/userfiles/File/customfiles/aec-learning-outcomes-2017-english_20171218113003.pdf)



more than one semester. As already mentioned, it should be clearly described which a particular study course covers general learning outcomes.

Standard 4.5. If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.

The program is offered in Albanian, but the study material in some subjects are in other languages. The study program provides English language as elective course.

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

Through discussion with the students and teaching staff on the existing study program, it was noted that communication between them is clear and that the goals and learning outcomes at the individual level of communication are well explained.

Standard 4.7. Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students.

Teaching strategies correspond to the specifics of this study program and individual subjects. Since most work is teaching in small groups or one-to-one instruction, the flexibility that achieves optimal results for each student is meant.

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.

Assessment methods are mainly appropriate. As mentioned before, teachers communicated all information clearly at the beginning of the course. Procedures for appealing the exam grades are clear.

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.

Due to the specific, mainly student-centred approach, **the assessment system includes specific monitoring methods**. According to the national sample of grading criteria, the scoreboard from 5 (negative / no passing) to 10 (excellent) is accompanied by general descriptions according to the national sample of grading criteria.

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.

In SER, policies and procedures in situations where standards of student achievement are inadequate or inconsistently assessed are well described. Mainly they are regulated by UHZ Statute and Undergraduate Studies Regulation. Besides, there are mechanisms of "Tutorial" and "Peer to Peer" at the disposal for students to provide additional support for achieving results.

Standard 4.11. If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.

Several courses (Music Teaching Pedagogy (pedagogical practice) I-II, Solfeggio Methodology and Practice, Methodology and Practice of Music Theory) provide for practice in primary and music schools: a total of 50 hours of practice is provided. **Unfortunately, neither the syllabuses nor the SER describes how the training occurs, its monitoring and evaluation procedures.**

Standard 4.12. In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units.

Submitted documentation does not explicitly underline this area. However, in conversation with external stakeholders, they provided evidence of cooperation and continuous support for student practical training.



**Compliance level:** Substantially compliant

**ET recommendations:**

1. *linking learning outcomes in individual subjects with general outcomes at the study level*
2. *consult AEC recommendations<sup>1</sup> when defining more specific outcomes*
3. *unify and provide detail in descriptions of all syllabuses (literature, assessment methods, course objectives) and determine specific differences in LO between them (e.g. Piano I to II, Solfeggio etc.)*
4. *develop procedures related to the monitoring of student practice in general education and music schools (protocols, selection of mentors in schools, reports, methods of monitoring and evaluation)*
5. *formalize cooperation with other educational and cultural institutions through signed agreements*
6. *consider the possibility of expanding professional-pedagogical subjects (methodologies and practice) and introducing them already in the third year of study*
7. *consider the possibility to introduce course(s) which deals with methodology (and practice) of teaching musicological content (e.g. Music history) in general and music secondary education.*
8. *consider the possibility of including elective courses from other UHZ studies*

## 2.5. Students

Standard 5.1. There is a clear and formally adopted admission procedure at institutional level that the study program respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students.

The admission procedures are clear and formally adopted. They are consistently and fairly applied for all students.

Standard 5.2. All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.

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<sup>1</sup> [https://www.aec-music.eu/userfiles/File/customfiles/aec-learning-outcomes-2017-english\\_20171218113003.pdf](https://www.aec-music.eu/userfiles/File/customfiles/aec-learning-outcomes-2017-english_20171218113003.pdf)



A high school graduation diploma (or equivalent document for international students) is obligatory at the moment of enrolment in the study program.

Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.

The size of study groups is optimal to ensure an effective and interactive teaching and learning process for this kind of study.

Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.

Feedback to students on their performance and assessments results is given promptly and accompanied by mechanisms for assistance if needed.

Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.

The results obtained by the students throughout the study cycles are certified by the academic record.

Standard 5.6. Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.

Through meetings with students and graduates and teachers at FA UHZ, it was emphasized that there is the flexible treatment of students concerning deadlines and formal requirements in the program and examinations in exceptional situations.

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.

Records of student completion rates are kept for all courses and the program as a whole. According to provided documents, they are also considered in the context of QA.

Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.



SER reports that FA and UHZ give special attention to this area. The MEST Administrative Instruction regulates the submission of the Diploma thesis in digital form. The student is obliged to submit an electronic copy of the final version to the Arts Faculty Library and two copies to the National Library of Kosovo. In addition to this rule of law, UHZ has sanctioned acts of plagiarism, and if the research is not original, it is refused. Ethical aspects are considered in the UHZ Statute, Regulation for Bachelor Studies and Code of Ethics.

**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.**

Students rights and obligations are regulated through UHZ Regulations for undergraduate students and Statute. All documents are publicly available.

**Standard 5.10. The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.**

SER reported that UHZ has signed a Cooperation Agreement with the University of Prishtina regarding the transfer of students between the two universities. The formal side of transfer between higher education institutions, faculties and study programs regulate UHZ Statute (art. 138-140) and Regulation on Bachelor Studies (art. 14).

**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.**

SER reports that academic staff is available in sufficient time for student counselling and office hours. Each professor involved in the program has a fixed four (4) hour weekly consultation schedule. These consultations will ensure students' comprehension and ability to incorporate learning. Professors offer advice to students about the study program through the tutorial system, counselling students in the case of social, financial or family problems. Students interested in mobility at international universities contact International Cooperation Officers. Faculty Legal Officer and student representatives give legal advice to students.

**Compliance level:** Fully compliant



**ET recommendations:**

1. *formation of a searchable database of final and diploma works and recordings of artistic performances*
2. *introduction of online plagiarism detection tools to ensure originality of the student's final thesis*
3. *provide training and support to the teaching staff regarding counselling students*

**2.6. Research**

Standard 6.1. 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.

According to the SER, the study program does include some scientific research objectives although the level of BA does not expect its greater presence.

In SER is mentioned that in Music Education BA study program are included the scientific research objectives and artistic activities such as concerts, and the financial plan for achieving these objectives. There is no evidence provided for other documents at the specific field, like research development plan of the Faculty of Arts, or proof that sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.

Standard 6.2. 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.

The evaluation criteria and the promotion of academic staff includes besides, research and scholarly activities artistic (music) performance as well.

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.

The field of artistic Music research is, at present, generally inadequately defined, which makes it difficult to compare to the scientific research international standards and established norms. However, scientific research in the Music Education and Musicology field must meet the international standards and established criteria as set in the policy and regulations of UHZ.





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Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.

In SER and the CV of teachers, evidence of their artistic and professional activity in the field they teach is provided.

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.

The FA organized international conference in Peja in the framework of the University in 2018 and 2020. SER reports that each member of the academic staff has concerts and artistic events in Kosovo and abroad, and at least an average of one research publication and artistic performance per year for the last three years.

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.

There is no specific evidence about achieving this standard.

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.

According to the provided information about concerts and other art events of the FA teaching staff in Kosovo and abroad, at least a satisfactory average artistic presentation was achieved. Due to the smaller number of scientific research publications, it is not possible to determine whether this standard is reached or not.

Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full time staff.

Academic and research staff publishes under the name of the "Haxhi Zeka" University.



Standard 6.9. 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.

Academic staff are encouraged to include in their teaching relevant information about research and artistic and scientific activities relevant to the course they teach as well as other significant artistic and research developments in the field of the study program.

Standard 6.10. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.

Related to intellectual property and procedures for the commercialization of ideas developed by staff, UHZ has established clear rules through the Publishing regulation. This regulation defines the terms and procedures of the publication, reproduction and translation of the publications which are issued by UHZ.

Standard 6.11. Students are engaged in research projects and other activities.

There are examples of good practice in involving students in artistic and scientific projects and research. At the undergraduate level, however, there are slightly few of them.

**Compliance level:** Partially compliant

**ET recommendations:**

1. *introduce formal measures to encourage research in and about the arts at the FA*
2. *encouraging teachers to publish their scientific/artistic works in relevant publications*
3. *draw up an appropriate research development plan for FA*
4. *organizing of professional development trainings related to research in the field of music*

**2.7. Infrastructure and resources**

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.



FA provide evidence of current premises, human resources and equipment.

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.

There is a financial plan of the FA at the level of the study program that will demonstrate the sustainability of the study program at least for the next four years. Provided information shows that, even though FA is part of a public and state-funded University, there are difficulties related to the specifics of conducting study programs of this type.

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.

UHZ, respectively the FA possesses all the necessary documents to prove the facilities available for the FA (property deeds, inventories, invoices, etc.) that, for the study program submitted for evaluation, is foreseen at least for the next four years.

FA is now settled in the object of the Law Faculty at about 500 m<sup>2</sup> (5 classrooms, 3 cabinets, administration rooms and concert hall). Library and reading room are shared with Law Faculty. Unfortunately, due to the pandemic, there was no possibility to check the conditions live.

The FA is in the process of constructing a new facility with about 5600 m<sup>2</sup> which will be completed within a very short time and be fully available for use at beginning of the academic year 2021/2022.

Due to limitations caused by the pandemic in the past and this academic year UHZ developed the opportunity to attend lectures and exercises online through the Student Electronic Management System (SEMS) based on Google Platform (Google Meet) giving students, professors and teaching assistants access to distance learning.

There is no evidence provided about adequate licenced music software. Although, for the core of the study program, is much more important to be equipped with acoustical adapted classrooms and practice rooms, appropriate music instruments, ergonomic musician chairs,



music stands, audio-video reproduction systems and a relevant number of music books and scores, as well as approach to the relevant online databases.

The library does not have a large number of books, sheet music and music records. Still, it is emphasized that the databases of scientific papers University of Tirana are available to students and teachers.

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.

According to the available data, the number and size of classrooms should correspond to the nature of teaching and the size and number of students groups. The number of seats in the classrooms for the current number of students are adequate. The FA is in the process of building a new facility, which should meet certainly all needs.

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.

As mentioned before, the library of the FA provides a sufficient number of seats in the reading room. Professional music literature is missing, especially in Albanian, and there is no evidence of subscriptions to the relevant publications and periodicals. During the meeting, faculty members state that their employees and students were enabled to use online databases through the University of Tirana. Regardless of that fact, it would be necessary to systematically enrich the book and music score fund of the specialized library as well as to encourage the translation of the essential professional literature to the Albanian.



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Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.

FA provides evidence that infrastructure and facilities dedicated to the implementation of the program are adapted to students with special needs.

**Compliance level:** Partially compliant

**ET recommendations:**

- 1. continuous procurement of necessary and maintenance of existing musical instruments and other equipment for teaching and practicing, IT equipment and software, sheet music and literature*
- 2. education of teaching staff and professional person help to adapt teaching materials to students with special needs.*
- 3. encourage translation of the essential literature to the Albanian language*
- 4. assure adequate financing after moving to the new facilities*



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

“Haxhi Zeka” University in Peja has developed policies, legal framework and procedures related to the operation of the quality assurance system. It would be good to show an even more significant connection between the mechanisms of QA and concrete measures and actions related to the functioning of the Faculty of Arts and improving the performance of studies.

FA created the reaccredited Bachelor in Music Education study program by merging two related study programs: Music Education and General Education in Music. This action certainly helps to the recognition of qualifications and greater employability in the field of music education.

The study has become recognizable over the years, with a high rate of graduate employability. For this reason, it is necessary to expand the possibilities of direct experience in teaching in general (primary and secondary school) and specialized music education and to develop procedures related to its implementation.

The teaching staff is competent and motivated. It is advisable that artistic and scientific activity was (financially) supported and indicators developed to show success in that area. FA should consider the possibilities of hiring assistants to improve the structure of teaching staff and guarantee its continuous quality in the future.

Moving to a new and entirely appropriate building will provide the Faculty of Arts with opportunities to implement current study programs and new modules, respectively. Adequate financing of material costs should accompany this process.

Therefore, recommendations follow that could contribute to that.

1. *define QA procedures and indicators of QA specifically for music-related study programs development of new QA procedures based on post-implementation process evaluation*
2. *digitalization of the evaluation system*
3. *improving student participation in academic life, including involvement in the design and implementation of quality assurance processes*
4. *introduction of other forms of teacher performance evaluation such as peer evaluation*
5. *link the learning outcomes of each subject with the general learning outcomes at the study level*
6. *consult AEC recommendation when defining more specific outcomes*



7. *unify and provide detail in descriptions of all syllabuses (literature, assessment methods, course objectives) and determine specific differences in LO between them (e.g. Piano I to II, Solfeggio etc.)*
8. *develop procedures related to the monitoring of student practice in general education and music schools (protocols, selection of mentors in schools, reports, methods of monitoring and evaluation)*
9. *consider the possibility of expanding professional-pedagogical subjects (methodologies and practice) and introducing them already in the third year of study*
10. *consider the possibility to introduce course(s) which deals with methodology (and practice) of teaching musicological content (e.g. Music history) in general and secondary music education.*
11. *consider the possibility of including elective courses from other UHZ studies*
12. *formalize cooperation with other educational and cultural institutions through signed agreements*
13. *encourage translation of the essential literature to the Albanian language*
14. *officially introduce the concept of artistic/scientific research in the study program*
15. *define specific standards appropriate to the art fields, especially music*
16. *development of teacher training programs and support, especially for newly employed*
17. *encouraging continuous improvement of teaching skills*
18. *provide training and support to the teaching staff regarding counselling students*
19. *education of teaching staff and professional person help to adapt teaching materials to students with special needs*
20. *development of new and improvement of existing teaching materials*
21. *employment of new teaching staff especially teaching assistants*
22. *formation of a searchable database of final and diploma works and recordings of artistic performances*
23. *introduction of online plagiarism detection tools to ensure originality of the student's final thesis*
24. *introduce formal measures to encourage research in and about the arts at the FA*
25. *encouraging teachers to publish their scientific/artistic works in relevant publications*
26. *draw up an appropriate research development plan for FA*
27. *organizing of professional development training related to research in the field of music*
28. *continuous procurement of necessary and maintenance of existing musical instruments and other equipment for teaching and practising, IT equipment and software, sheet music and literature*
29. *assure adequate financing after moving to the new facilities*



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In conclusion, the Expert Team considers that the study program Bachelor in Music Education offered by “Haxhi Zeka” University in Peja Faculty of Arts is ***substantially compliant*** with the standards included in the *KAA Accreditation manual* and, therefore, recommends ***to accredit*** the study program for a duration of **5 years** with a number of **25 students per year** to be enrolled in the program.

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

1. A Compliance calculation

#### Expert Team

Chair

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(Signature)

(Marina Novak)

(18.5.2021)