



Republika e Kosovës  
Republika Kosova - Republic of Kosovo



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

---

***FACULTY of ISLAMIC STUDIES***

**INSTITUTIONAL EVALUATION**

***REACCREDITATION***

**REPORT OF THE EXPERT TEAM**

***Final report***

February 14, 2022

## **TABLE OF CONTENTS**

Contents

TABLE OF CONTENTS.....	1
1. INTRODUCTION .....	3
	1



---

1.1.	Context.....	3
1.2.	Site visit schedule .....	4
1.3.	A brief overview of the institution under evaluation .....	5
2.	INSTITUTIONAL EVALUATION.....	5
2.1.	Public mission and institutional objectives.....	5
2.2.	Strategic planning, governance and administration .....	8
2.3.	Financial planning and management .....	11
2.4.	Academic integrity, responsibility and public accountability.....	13
2.5.	Quality management .....	16
2.6.	Learning and teaching.....	22
2.7.	Research.....	25
2.8.	Staff, employment processes and professional development .....	28
2.9.	Student administration and support services.....	30
2.10.	Learning resources and facilities .....	<b>Error! Bookmark not defined.</b>
2.11.	Institutional cooperation .....	38
3.	PROGRAM EVALUATIONS .....	<b>Error! Bookmark not defined.</b>
3.1.	<i>Program 1</i> .....	<b>Error! Bookmark not defined.</b>
3.1.1.	Mission, objectives and administration.....	<b>Error! Bookmark not defined.</b>
3.1.2.	Quality management .....	<b>Error! Bookmark not defined.</b>
3.1.3.	Academic staff .....	<b>Error! Bookmark not defined.</b>
3.1.4.	Educational process content.....	<b>Error! Bookmark not defined.</b>
3.1.5.	Students.....	<b>Error! Bookmark not defined.</b>
3.1.6.	Research.....	<b>Error! Bookmark not defined.</b>
3.1.7.	Infrastructure and resources .....	<b>Error! Bookmark not defined.</b>
3.2.	<i>Program 2</i> .....	<b>Error! Bookmark not defined.</b>
4.	OVERALL EVALUATION AND JUDGEMENTS OF THE ET.....	<b>Error! Bookmark not defined.</b>



5. APPENDICES (if available) ..... **Error! Bookmark not defined.**

## 1. INTRODUCTION

### 1.1. Context

**Date of site visit: February 4, 2022**

**Expert Team (ET) members:**

- Prof. Melita Kovačević, PhD, University of Zagreb, Croatia
- Prof. Ahmad Zargari, PhD, Morehead State University
- Mr. Christopher Bohlens, Student expert

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

- Leona Kovaci, Senior Officer for Evaluation and Monitoring
- Ilirijane Ademaj, Senior Officer for Evaluation and Monitoring

**Sources of information for the Report:**

- Self-evaluation report
- On-line meeting with the Management of Faculty and academic staff, students, administrative staff and other stakeholders
- Annexes and additionally provided documents
- The Code of good practice and guidelines for site-visit, provided by the Kosovo Accreditation Agency
- Website of the Institution

**Criteria used for institutional and program evaluations**

- *KAA Accreditation Manual, 2021*



Republika e Kosovës  
Republika Kosova - Republic of Kosovo



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

---

## 1.2. Site visit schedule

<b>09.00 – 10.25</b>	<b>Meeting with the management of the institution (<i>no slide presentation is allowed, the meeting is intended as a free discussion</i>)</b>
<b>10.30 – 11.30</b>	<b>Meeting with quality assurance representatives and administrative services</b>
<b>11.30 – 12.30</b>	<b>Lunch break (to be provided at the evaluation site)</b>
<b>12.35 – 13.35</b>	<b>Meeting with the heads of faculties/study programs</b>
<b>13.40 – 14.30</b>	<b>Meeting with teaching staff</b>
<b>14.35 – 15.25</b>	<b>Meeting with students</b>
<b>15.30 – 16.20</b>	<b>Meeting with graduates</b>
<b>16.25 – 17.10</b>	<b>Meeting with employers of graduates and external stakeholders</b>
<b>17.10 – 17.25</b>	<b>Internal meeting – Expert Team and KAA</b>
<b>17.25 – 17.35</b>	<b>Closing meeting with the management of the institution</b>



### **1.3. A brief overview of the institution under evaluation**

The Faculty of Islamic Studies is an independent educational institution, which was established by Decision No. 433 of the Assembly of the Islamic Community of the Republic of Kosovo, dated 15.08.1992. The Faculty of Islamic Studies is located in Prishtina, Str. "Bajram Kelmendi" no. 84 Prishtina-Kosovo and has only one campus.

The Faculty of Islamic Studies for the first time was passed through Accreditation process in 2012 with a Bachelor's degree program "Theology". By decision no. 2/423/12, of the Kosovo Accreditation Agency was accredited for a period of 3 (three) years. Also, in 2015, the Faculty of Islamic Studies has been passed through Institutional Re-Accreditation, where it has been re-accredited with two study programs for a period of 3 (three) years, and with the programs of study "Islamic Theology" Bachelor and "Islamic Theology" Master. In 2021 the Faculty of Islamic Studies applies to the Kosovo Agency for Accreditation with the Bachelor program Pedagogy of Islamic Education, where it is accredited for a period of 2 years.

The Faculty of Islamic Studies is the only institution in Kosovo that offers studies in the field of Islamic Theology, Education and Islamic Pedagogy, and the entire process and program design is based on the criteria and standards of the Bologna process. The institution employs 27 academic and 6 administrative staff. In their self-evaluation report, the faculty of Islamic Studies has indicated that 310 full-time and part-time students are enrolled at the Bachelor and Master's level.

## **2. INSTITUTIONAL EVALUATION**

### **2.1. Public mission and institutional objectives**

The Faculty of Islamic Studies (FIS) is an independent educational and research institute, which offers undergraduate and graduate programs aimed at continuing higher education studies at the master's and doctoral levels.

The self-evaluation report states that "The Faculty mission is to educate, and prepare professional and scientific staff for the needs of the Islamic Community and Kosovar society as a whole, and beyond, in the spirit of scientific principles and contemporary values in the field of Islamic theology. Pedagogical, scientific and research work, the



Faculty of Islamic Studies aims to carry out and develop according to the European standards defined by the Bologna Declaration”.

The Islamic Studies stated mission is to distribute contemporary knowledge through the teaching, and research activities, and to educate cadres of different levels in accordance with the statute of FSI and the Law on Higher Education of Kosovo. The FIS faculty specialization centers on the knowledge of Islamic theology, human science, philology, history, and related disciplines.

According to the self-study report, the FIS mission has been reviewed and at this time, there is no need for change. The institution’s stated objectives are: To create conditions for the development of scientific-teaching staff; To create the conditions for the development of scientific teaching literature and their publication for the needs of learning; Develop conditions for qualitative teaching and learning and religious preaching in various Islamic institutions in Kosovo and abroad;; To provide professional and scientific services to the bodies and institutions of the Islamic Community and other institutions in Kosovo and beyond;; Develop cooperation with Islamic counterparts faculties and with other international and international scientific and educational associations and institutions.

The expert team has evaluated the institution’s overall performance on the fulfillment of FIS mission and objectives regarding quality advancement, internationalization, development of scientific work, teaching and learning. The expert team finds that there a lack of evidence that the mission of the institution has been defined and revised based on a consultation process involving external and internal stakeholders. Also, the institutional mission does not provide a clear and practical guide for strategic planning, decision making and operations of the institution.

According to the self-study report, the FIS mission has been reviewed and at this time, there is no need for change. The institution’s stated objectives are: To create conditions for the development of scientific-teaching staff; To create the conditions for the development of scientific teaching literature and their publication for the needs of learning; Develop conditions for qualitative teaching and learning and religious preaching in various Islamic institutions in Kosovo and abroad;; To provide professional and scientific services to the bodies and institutions of the Islamic Community and other institutions in Kosovo and beyond; Develop cooperation with Islamic counterparts faculties and with other international and international scientific and educational associations and institutions.



The expert team has evaluated the institution's overall performance on the fulfillment of FIS mission and objectives regarding quality advancement, internationalization, development of scientific work, teaching and learning. The expert team finds that there a lack of evidence that the mission of the institution has been defined and revised based on a consultation process involving external and internal stakeholders. Also, the institutional mission does not provide a clear and practical guide for strategic planning, decision making and operations of the institution.

Standard	Compliance	
	Yes	No
Standard 1.1. The institution has a defined mission statement that includes three main pillars: teaching, research and community service.	C	
Standard 1.2. The mission of the institution has been defined and, if the case, revised, based on a consultation process involving external and internal stakeholders.		C
Standard 1.3. The mission is recognized by the members of the academic community of the institution.	C	
Standard 1.4. The institutional mission provides an effective guide for strategic planning, decision making and operations of the institution.	C	



Standard 1.5. Medium- and long-term institutional objectives are consistent with and support the mission.	C	
---	---	--

**Compliance level: 80% Substantially compliant**

- ET recommendations: 1.** *The institution should engage more external stakeholders in the advancement of the faculty institutionally. This could work, for example, through an advisory board.*
- The mission statement could further address the strategic component of decisions and the responsibility of decision makers.*

**2.2. Strategic planning, governance and administration**

The Faculty of Islamic Studies has compiled the latest strategic plan for 2020 - 2024 which plan with five main 5 main pillars of quality development, study programs and accreditation, internationalization, developing new study programs, supporting staff in the research development and various projects, and teaching and learning.

The self-evaluation report indicates that the Faculty of Islamic Studies strategic plan is drafted in close consultation with the academic community in the institution and in consultation with the foreign community and labor market actors.

The Faculty of Islamic Studies has an internal system for monitoring the implementation of the strategic plan. This system is supervised by the Dean of the faculty where the progress achieved even at the highest level of the faculty is regularly reported to the Teaching/Scientific Council of the Faculty.

The implementation of the strategic plan of the Institution is also tied to the institution's budget, where budget funds are allocated to implementing the plans.





For the realization of the Strategic Plan, the Faculty of Islamic Studies has a local, regional and international academic staff. The continuing aim of the Faculty of Islamic Studies is to engage teaching staff with international academic qualifications and also engagement of any international staff. The Faculty of Islamic Studies aims to build up contemporary university studies complying with the Bologna Declaration, crowning it with a diversity in teaching, tradition and contemporary achievements.

Faculty of Islamic Studies, aims to enable all those who are interested to gain knowledge of specific fields of Islamic studies program, can be enrolled and to attend university, as they get profiled knowledge and come up with skilled professional cadres from the field of Islamic studies.

The Faculty of Islamic Studies intends to fulfill its mission as an academic research institution through providing knowledge and scientific research, and graduating students who meet the Kosovo society's need in the field of religion, spiritual, moral, social and educative. The Faculty of Islamic Studies has motivated the academic staff to increase their participation in various international conferences in the region and beyond in order to be able to follow trends in the field of Islamic studies. Also, the Scientific Council is the main governing body of the Faculty. The Teaching and Scientific Council is responsible for all decisions regarding financial matters (budget, staff, and infrastructure).

The Dean is the main academic and administrative head of the Faculty. The Dean responds to the Faculty Teaching and Scientific Council for effective and economic work. The Dean is assisted by the Vice-Dean, the Secretary and the Quality Assurance Office of the Faculty.

Based on evidence presented by the institution including self-evaluation report, interviews, and additional documents submitted by the institution, the expert team finds that:

1. Evidence does not support that the strategic plan is drafted in close consultation with the academic community at the institution, as well as external stakeholders and private sector, and the strategic plan is not monitored and outcomes are not systematically evaluated.
2. The institution decision-making system and internal operating, criteria for and processes of the decision are neither clear nor transparent. Also, the responsibilities of the decision-making bodies are not defined in such a way that the respective roles and responsibilities for overall policy and accountability, the senior administration



for management, and the academic decision-making structures are not clearly differentiated and followed in practice.

Standard	Compliance	
	Yes	No
Standard 2.1. The institution has a strategic plan for a period of minimum three years.	C	
Standard 2.2. The strategic plan is drafted in close consultation with the academic community at the institution, as well as external stakeholders and private sector.		C
Standard 2.3. Strategic planning is integrated with annual and longer-term budget processes that provide for regular adjustments.	C	
Standard 2.4. The strategic plan takes full and realistic account of aspects of the internal and external environment affecting the development of the institution.	C	
Standard 2.5. The implementation of the strategic plan is monitored on short- and medium-term targets, and outcomes are evaluated.		C
Standard 2.6. The institution has a decision-making system and internal operating regulations in conformity with current legal provisions.		C
Standard 2.7. The election criteria and processes of the decision makers and other elected positions are clear, transparent and published in institutional regulations.		C



Standard 2.8. The responsibilities of the decision-making bodies are defined in such a way that the respective roles and responsibilities for overall policy and accountability, the senior administration for management, and the academic decision-making structures are clearly differentiated and followed in practice.		C
Standard 2.9. Student representatives are members of all decisional, executive and consultative bodies. The mechanism for electing student representatives is clearly explained in internal regulations. There is a democratic, transparent and non-discriminatory election procedure that does not limit students' right to represent and to be represented. The institution is not involved in the process of electing student representatives.	C	
Standard 2.10. The higher education institution has an administration that is effective in terms of organization, staffing levels and qualifications, and functions rigorously.		C
Standard 2.11. The responsibilities of administrative staff are clearly defined in position descriptions and they match the qualifications of the individual.	C	

**Compliance level: 45 % Partially compliant**

**ET recommendations:**

- 1. The processes and the decisions need to be better documented. Likewise, corresponding processes are to be described and documented.*
- 2. Likewise, monitoring of targets must be established.*
- 3. Overall, it appears that the responsibilities, activities and descriptions are missing and therefore the strategic planning in the area. Therefore, this is to be improved by appropriate measures, including process descriptions, activity descriptions and essentially process flows and monitoring.*

**2.3. Financial planning and management**



Faculty of Islamic Studies is financed predominantly by the Islamic Community in Kosovo. Allocation of funds are visible in Financial Plan that is approved and regulated by the Headship of the Islamic Community. The final approval for the budget is done by the Teaching and Scientific Council of the Faculty. As it has been noticed in the previous evaluations, according to the presented expenditures during the last three years, it seems that the system is flexible enough to assure effective management, however obvious difficulties of long-term planning derive from the annual budgeting and insecurities regarding the available funds for the next years.

The financial plan of the faculty is made of the components that are aligned with the institutional mission and its objectives. While the dean is in charge of implementing the budget planning, an independent committee monitors the expenditure. However, it has been noticed, that according to the SER, there is almost no increase of budget at all the last couple of years which might put a serious constraints on institutional development, in particular in the area of research and institutional internationalisation. Still, it has been noticed that in the last three years there was a slight increase of budget for research, which indicates a positive trend, but still not sufficient for performing more research within the institution. Indeed, this has been also reported in the SWOT analysis where the two main weaknesses were referring to insufficient finances.

Standard	Compliance	
	Yes	No
Standard 3.1. The institution can demonstrate that it has sufficient financial resources in the short (one year) and medium term (a minimum of three successive years) to adequately reach its mission as well as objectives set out in the strategic plan.	C	
Standard 3.2. The institution has a realistic annual budget and a three-year budget, as well as financial policies which address its financial sustainability.		C



Standard 3.3. Oversight and management of the institution's budgeting and accounting functions are carried out by a specialized office responsible to a senior administrator.	C	
Standard 3.4. There is an accurate monitoring of expenditure and commitments against budgets with reports prepared at least once per year.	C	
Standard 3.5. Accounting systems comply with accepted professional accounting standards and as far as possible attribute total cost to particular activities.	C	

**Compliance level: 80 % - Substantially compliant**

**ET recommendations:**

- 1. Necessary to assure increase of funding to meet all the institutional needs*
- 2. Assure more transparent expenditure reports as well as budget planning*
- 3. Within the existing budget, try to enable different distribution of funds in order to better support some other institutional activities defined within the mission and strategic planning*

**2.4. Academic integrity, responsibility and public accountability**

The FIS guarantees academic freedom through its existing bodies and mechanisms, such as the relevant documents of the Faculty, such as the Statute and the Code of Ethics and Faculty structures such as the Ethics Council and the Disciplinary Committee.

The FSI Code of Ethics includes rights such as: Academic Freedom including free research and exchange of ideas, the right to submit adversarial materials, plagiarism and violations of intellectual honesty standards.

According to the self-evaluation report, the Code of Ethics applies to all academic staff employed at the Faculty of Islamic Studies, regardless of the form and type of employment contract. The codes of conduct defined in the code apply to the temporary staff academic staff



as well as to the permanent staff of academic staff. Responsible for monitoring and implementing the Code of Ethics is the faculty management and the ethics council, which consists of 3 members of the teaching staff.

The self-evaluation report mentions that “Within the framework of the Faculty of Islamic Studies, there is the body called the Ethics Council which is responsible for the development of disciplinary procedures in cases of ethical violations, where the code of ethics is specified in detail”.

Scientific papers and publications at the Faculty of Islamic Studies are transparent and public in conformity with the Code of Ethics, and also the FSI organizes assessments of the teaching staff at the end of each semester.

All relevant documents such as regulations and decisions of the Faculty are accessible and transparent on the Faculty's web site ([www.fsi-edu.net](http://www.fsi-edu.net)).

Also, the Faculty of Islamic Studies, always aiming at the European Higher Education Area, and implementing the Bologna objectives, the management of the faculty to ensure academic integrity, bases its activities on the objectives of the European Network for Academic Integrity (ENAI), where the primary objectives are to collaborate towards research and promotion of academic integrity, to provide a platform for academics across all sectors to investigate, exchange, develop, collaborate and access resources in the field of academic integrity, to offer opportunities for researchers, educators and practitioners to take a leadership role in the field of academic integrity, to present best practices in the management of academic integrity, to make available a central point of reference where issues of academic integrity can be discussed, researched, progressed and shared with the wider academic community, to organize conferences, workshops and other events on academic integrity, to network and collaborate with individuals and organizations actively pursuing related research, to collaborate towards research, to appreciate individual and institutional efforts regarding academic integrity by offering awards.

Although the FIS has set strong goals on Academic integrity, responsibility and public accountability, the expert team finds that:

1. It is not clear if the code of ethics is enforced through transparent processes. There is a lack of evidence that the institution is applying the code of ethics and its associated processes and mechanisms on all activities related to management, administration, teaching and research.



2. All internal regulations, procedures, self-evaluation reports and decisions of governing bodies are not publicly available.
3. The institution's data regarding its academic staff, its research and academic activities, the programs it offers, the number of students enrolled, the intended learning outcomes of its programmes, the qualifications they award, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to its students, graduate employment information, scholarship opportunities, as well as tuition and administrative fees is not easily accessible to public.

Standard	Compliance	
	Yes	No
Standard 4.1. The institution has a code of ethics and academic integrity through which it defends the values of academic freedom, institutional autonomy and ethical integrity.	C	
Standard 4.2. The code of ethics requires that all internal stakeholders act consistently with high standards of ethical conduct and avoidance of plagiarism in research, teaching, performance evaluation, and in the conduct of administrative duties, and avoid conflicts of interest.	C	
Standard 4.3. The code is enforced through clear processes and mechanisms, and it applies to all staff and structural units in the institution.		C
Standard 4.4. The institution has established a designated structure (such as Ethics Committee) responsible for the analysis and resolution of any potential breaches in the code of ethics.	C	



Standard 4.5. There is evidence that the institution is applying the code of ethics and its associated processes and mechanisms on all activities related to management, administration, teaching and research. The results of its application are made public.		C
Standard 4.6. All internal regulations, procedures, self-evaluation reports and decisions of governing bodies are made publicly available.		C
Standard 4.7. The institution is publishing clear, accurate, objective, relevant, accessible and detailed information regarding its academic staff, its research and academic activities, the programmes it offers, the number of students enrolled, the intended learning outcomes of its programmes, the qualifications they award, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to its students, graduate employment information, scholarship opportunities, as well as tuition and administrative fees.		C

**Compliance level: 42% Partially compliant**

**ET recommendations:**

1. *Develop a concise and rigorous regulation which defines the cases of violation of good scientific practices with emphasis on plagiarism, data fabrication and data falsification.*
2. *On the website, the Code of Ethics itself is still referred to as a draft version. This must be corrected. Other documents also contains a watermark marked as "DRAFT", this should be also fixed.*
3. *Information and measures relating to the Code of Ethics should be presented accordingly in a more transparent manner on the website.*
4. *The website is missing a lot of information, including the number of students enrolled, the intended learning outcomes of its programmes, learning and assessment procedures used, the pass rates and the learning opportunities available to its students, graduate employment information, scholarship opportunities, as well as tuition and administrative fees. And regarding quality assurance the self-evaluation reports are also missing.*

**2.5. Quality management**





In line with the Law on Higher Education and the Statute, FSI developed its quality assurance system in order to improve its quality and to guarantee its achievement. The Quality Assurance Guide sets out some specific objectives for quality assurance and assessment and describes the monitoring and evaluation system. The monitoring of the activities approved in the aforementioned document is carried out regularly by senior FSI management. A comprehensive assessment of the internal evaluation is reflected in the annual report at the end of the academic year.

The Faculty of Islamic Studies has built and implemented a system of internal quality management based on European standards and guidelines to ensure the institution's sustainability. Formal policies and procedures have been developed and implemented as a framework for quality assurance in all FSI activities.

The Quality Assurance Guide, in accordance with the internal quality management system, describes the essential processes and sub-processes of the FSI, the baseline for planning, activities, monitoring and evaluation, and methods and procedures for improvement. The guide describes the principles and procedures of the faculty's quality, key activities, goals, measurable indicators and practices related to assessment, measurement and development of activities. The internal quality management system is used by FSI management as a framework for leading the organization towards improved performance.

In order to achieve the desired standards of quality assurance and improvement, the Faculty of Islamic Studies has the quality assurance office in which the office employs staff of two persons, one responsible for providing internal quality and the other for international cooperation.

Since 2011 the institution has managed to create instruments and evaluation mechanisms. The Faculty has systematically collected and analyzed feedback information and relevant information is used to develop curricula. The Faculty, for each semester, makes internal evaluations of teachers and courses. So far the evaluation of teachers and courses has been used as a key tool for quality assurance of the study program.

Feedback is regularly collected by students, teachers, and employers through questionnaires on feedback. Data evaluation and feedback are used in the continuous development of processes and curricula, learning outcomes and teaching materials. The internal quality management system described in the Quality Assurance Guide provides a



comprehensive overview of the assessment tools used for data collection and defines units and persons responsible for quality management and assurance.

The curriculum development systems and procedures are mainly adapted from the experience of the University of Prishtina "Hasan Prishtina", and based on the Austrian model respectively, model of the University of Graz, Austria.

For the purpose of quality control and promotion, the Quality Assurance Office, upon the proposal of the Faculty Council, has developed three types of quality assessment questionnaires; a questionnaire for academic staff, a questionnaire for administrative staff, and a questionnaire for students at the Bachelor level of studies. Also, course assessment and teaching, for each subject offered within the study program, is organized on a semi-annual basis through anonymous questionnaires.

In addition to the aforementioned mechanisms, the Faculty also has supportive mechanisms; the number of scientific publications in "impact factor" journals, participation in international and local scientific conferences, study visits and the mobility of teachers to teach at Universities of foreign countries. Also, as a supportive mechanism, the performance of students is used; the percentage of passing the exams, the duration of the studies, the mobility of the students in the universities of foreign countries, etc.

The relevant structures for implementing the procedures for using the evaluation results are: The Teaching and Scientific Council, as the highest body of the Faculty; Faculty Management, Dean, Vice Dean, and Secretary; Quality Assurance Office. The Dean of the Faculty is obliged to discuss the evaluation results with the academic staff and to decide jointly on the measures to be taken to improve the quality.

Within the Faculty there is a Quality Assurance Committee, where it is responsible for the development of policies and strategies for quality development at the Faculty. This commission reports to the Teaching and Scientific Council and Dean's office.

The quality evaluation questionnaire which is distributed once in 3 years, through which the questionnaire evaluates all the services offered by the faculty. During the on-site inspection, however, it became apparent, particularly from discussions with those responsible, that the quality control loops have not yet been fully closed. A corresponding quality management manual is available, but the experts gained the impression that the



previous quality management system is not yet fully functional. In particular, the responsibilities are stated in the report, but it was often not clear from the interviews how the responsible parties implemented this.

Likewise, the evaluators gained the impression that quality assurance is not yet fully integrated into the planning process. On this point, the answers to these questions were evasive.

Evaluations take into account inputs, processes and outputs, but give particular attention to the quality of outcomes. Evaluations deal with performance in relation to continuing routine activities as well as to strategic objectives. They also ensure that required standards are met, and that there is continuing improvement in performance.

Therefore, the evaluators could not see how evaluations take into account inputs, processes and outputs and pay particular attention to the quality of results. The ongoing routine activities are recorded, but the corresponding point for the strategic goals is missing. From the documents provided and also in the interviews it could not be seen how the evaluation contributes to how a continuous improvement of the performance takes place.

Furthermore, it could be observed that not all stakeholders in the institution share the processes of quality assurance. Therefore, the expert group determined that not all persons in the institution are involved and that there is still a gap here.

Corresponding gaps were found in the data collection. For example, the questionnaires are not adequate to pick up and process the corresponding questions. Accordingly, it was not possible to see how the data and evaluations are further distributed within the university and how they are published for the public. The corresponding information was also missing on the website.

In one point, there is a student workload calculation, but the questionnaires do not record whether the workload in the courses is also appropriate. Therefore, there is no systematic workload assessment.

A final point to mention is the lack of transparency and the corresponding deadweight loss for a closed cycle in quality assurance. The corresponding results of the course evaluation are not discussed with the students. Thus, the students cannot enter into a dialogue with the lecturers. With regard to a common understanding of quality, this gap also still needs to be closed.



Standard	Compliance	
	Yes	No
Standard 5.1. The education provider has formally adopted a quality assurance policy that describes the institutional quality assurance system, its processes, mechanisms, instruments, reporting, data collection, timeframes, quality cycle, responsibilities of all individuals and units involved in these processes. The policy is a public document.	C	
Standard 5.2. Adequate human, financial and material resources are provided for the leadership and management of quality assurance processes.	C	
Standard 5.3. Mistakes and weaknesses are recognized by those responsible and used as a basis for planning for improvement.		C
Standard 5.4. Quality assurance functions throughout the institution are fully integrated into normal planning and development strategies in a defined cycle of planning, implementation, assessment and review. The quality assurance system covers the whole range of institutional activities.		C
Standard 5.5. Regular evaluations are carried out at the end of each semester and reports prepared that provide an overview of performance for the institution as a whole and for organizational units and major functions within it.	C	
Standard 5.6. Evaluations take into account inputs, processes and outputs, but give particular attention to the quality of outcomes. Evaluations deal with performance in relation to continuing routine activities as well as to strategic objectives. They also ensure that required standards are met, and that there is continuing improvement in performance.		C
Standard 5.7. All academic and administrative units within the institution (including the governing body and senior management) participate in the processes of quality assurance and contribute to its continuous improvement.		C



Standard 5.8. A quality management office is established within the institution's central administration and sufficient staff, resources and administrative support are provided for the office to operate effectively.	C	
Standard 5.9. A quality committee is established with members drawn from all types of members of the academic community, including students.	C	
Standard 5.10. The roles and responsibilities of the quality management office and committee, and the relationship of these to other administrative and planning units are clearly specified. If quality assurance functions are managed by more than one organizational unit, their activities are clearly specified and effectively coordinated under the supervision of a representative of institutional management.	C	
Standard 5.11. Common forms and survey instruments are used for similar activities across the institution (academic activity, student services, administration, etc.) and responses are used in analysis of results including trends over time. Survey data is collected from students, staff, graduates and employers; the results of these surveys are made publicly available.		C
Standard 5.12. Statistical data is being retained in an accessible central database and provided routinely to departments and units for their use in preparation of reports on indicators and other tasks in monitoring quality.		C
Standard 5.13. There is clear evidence that quality assurance data is used to guide enhancement and as a base for improvement.	C	
Standard 5.14. The quality assurance arrangements are themselves regularly evaluated, reported on and improved.	C	

**Compliance level: 57% Partially compliant**

**ET recommendations:**



- 1. The institution should make efforts to develop and implement a quality management system which is (1) grounded in a widely accepted quality management framework, (2) ensures proactive involvement of all stakeholders following a PDCA-cycle approach and (3) will be implemented with testable action plans for improvement.*
- 2. Publication of evaluation results from the general surveys. Summary of these results for the public. In particular, make clear what changes have been brought about by evaluation results.*
- 3. The student workload must be collected, for example by asking appropriate questions in the course evaluation. These results must be systematically incorporated into the further development of the program in order to make any necessary adjustments to the workload.*
- 4. Review the questionnaires and ensure that the formulation of the questions are understandable for respondents, they provide meaningful information for further development, integrate the questions with overlapping contents and diversity the type of questions to receive most relevant feedback.*
- 5. Discussion of the course evaluation results with the students. The results of the course evaluation could be discussed with the students. The lecturer can discuss the results with the students and present them during the course. This should promote the dialogue between the students and the lecturer.*

## **2.6. Learning and teaching**

The Faculty of Islamic Studies has developed procedures and relevant documents to approve new programmes, and there is clear distribution of roles which body is responsible. While the new programmes are approved by the Faculty Council. According to the QA Guide, the curricula can be updated according to the needs of the stakeholders, the Dean and head of the department are in charge of individual curricula that each staff member must submit. All the procedures and principles are provided on the Quality Assurance Guide. Feedback is collected regular from different stakeholders. This process is within the scope of work of the QA Office. According to the report and data, it seems that the satisfaction level of students is quite high. Similarly, the data for the teaching staff prove that majority finds different mechanisms for evaluation of the effectiveness of their teaching satisfactory and working well. The Faculty has very open communication with their students and continuously establishes a good relationship both with the teaching staff as well as with the students.



Still it has been noted that when asked to present an example of monitoring report, the provided document shows that the overall process and meaning of such mechanism is not clear. The institution must further develop this concept and to implement it regularly in its processes.

During the on-line visit, ET could not get enough information and evidence that the concept of student centered teaching-learning is clear and regularly applied. Although additional documents provided by the institution also provided some additional information related to this issue, the ET has an impression that there is a gap between what is written and what is actually implemented.

Each course has its own syllabus with learning outcomes stated as well. Each course has allocated ECTS. Differently from the previous evaluation, now students report that they regularly receive all the syllabi at the beginning of the course.

Teaching staff has opportunity to attend trainings in order to improve their academic and teaching skills, however it should be still emphasized that it is important to have regular annual planning for additional development of skills that teachers might need. Significant number of teaching staff have been educated at international institutions with high reputation and this could have a positive impact on the overall teaching quality.

Standard	Compliance	
	Yes	No
Standard 6.1. The institution has drafted and adopted policies and procedures applicable to all academic programs; the institution monitors the extent to which those policies and procedures are effectively implemented.	C	





Standard 6.2. There is an effective system for ensuring that all programs meet high standards of learning and teaching through initial approvals, regular changes and monitoring of performance.	C	
Standard 6.3. The institution monitors quality indicators, identifies and investigates differences in quality between programs, and takes action required to ensure that all programs meet required performance standards.	C	
Standard 6.4. Each study program is based on correlations between learning outcomes. A study program is presented in the form of a series of documents which include: general and specific objectives of the program; the curriculum, with the subjects' weight expressed in ECTS credits and disciplines distributed over the study period; thematic programs and syllabuses expressing learning outcomes in the form of cognitive, technical or professional and affective-value competences achieved by a discipline; the assessment methods for each discipline taking into consideration the planned learning outcomes; the method and content of the graduation examination which certifies the assimilation of cognitive and professional competences corresponding to the academic qualification.	C	
Standard 6.5. Student learning outcomes of each program are consistent with the National Qualifications Framework and with the Framework for Qualifications of the European Higher Education Area.	C	
Standard 6.6. There are effective processes in place to ensure the fitness and effectiveness of the assessment methods for the achievement of the intended learning outcomes.		C
Standard 6.7. Teaching staff are appropriately qualified and experienced for their particular teaching responsibilities, they use teaching strategies suitable for the different kinds of learning outcomes and participate in activities to improve their teaching effectiveness.	C	
Standard 6.8. The learning methods and environments are student-centered and stimulate students' motivation, self-reflection and engagement in the learning process.		C





Standard 6.9. Teaching quality and the effectiveness of programs is evaluated through student assessments and graduate and employer surveys with evidence from these sources used as a basis for plans for improvement.	C	
---	---	--

**Compliance level: 77 % Substantially compliant**

**ET recommendations:**

1. *Develop a detailed overarching didactic concept which provides teachers and students with information which teaching concepts will be used to support achievement of the learning outcomes both at the program level and at the course level.*
2. *Integrate e-learning in teaching processes and describe in the syllabi how it will be used in the courses*
3. *Develop annual development plan for all teaching staff and according to their personal needs*
4. *Make sure that the web site is accurate and that has all relevant information for different stakeholders*
5. *Define and implement regularly monitoring process in order to identify necessary changes*

**2.7. Research**

The Faculty of Islamic Studies emphasises in its documents, the Strategy in particular, the relevance of further development of research, and it tries to support it also through financial tools they have on disposal. They planned their budget for funding of research with slight increase each year, which is with no doubt a positive trend. However, it still seems not to be sufficient for more profound advancements in this area, in particular having in mind all the employed staff. Their research production (number of published papers per staff per year) is still quite modest and although there are staff members who publish more, there are also staff members who do not publish at all or very few papers. Additionally it is noticed that number of published papers are of very local importance, so there should be many more papers published in internationally recognised papers.



One of the skills that researchers have/need to have is to know how to prepare/write a list of publications. Institution needs to support and require from each staff/researcher to have the list of her/his published papers, instead of providing only links, and/or titles in Albanian with no more details. This is absolutely not transparent to the readers, but more importantly show the lack of some skills researchers must have. Unfortunately, a small if any improvement has been done from the last evaluation.

As noticed in the last evaluation process, due to the field of teaching and research, there is a strong inclination to collaborate and publish in countries that have strong Islamic studies/research, there should be more efforts to also reach for other parts of Europe and, accordingly, to publish more in English as a language of science. This would also follow the mission and vision as stated in the institutional documents.

A big potential institutional advantage is that most of the research is in humanities, some in social sciences, areas of research that allow research with less funding (compared to some very expensive areas of research). The fact is that some of the research productive staff are authors of very valuable published works, the institution needs to better plan some further research activities and also try to extend their research via more international collaboration. Research topics and potential outcomes are socially relevant and they could enable relevant translation into community. Institution needs to think how to regulate ownership of intellectual property with the main aim to protect their researchers and their work, not primarily within the institution, but outside.

3. Standard	Compliance	
	Yes	No
Standard 7.1. A research development plan that is consistent with the nature and mission of the institution and the economic and cultural development needs of the region is prepared and made publicly available.		C



Standard 7.2. The research development plan includes clearly specified indicators and benchmarks for performance targets.		C
Standard 7.3. The institution has formally adopted an adequate research budget (including allocations for research equipment and facilities) to enable the achievement of its research plan.	C	
Standard 7.4. Sufficient financial, logistic and human resources are available for achieving the proposed research objectives.		C
Standard 7.5. Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centers, scientific parks and other structures for validation.		C
Standard 7.6. 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.		C
Standard 7.7. Expectations for teaching staff involvement in research/scholarly/artistic activities is specified, and performance in relation to these expectations is considered in the individual performance review system and in promotion criteria.	C	
Standard 7.8. Teaching staff is 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.	C	
Standard 7.9. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.	C	
Standard 7.10. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.		C



Standard 7.11. There are clear policies, procedures and relevant structural units to ensure the safeguarding of ethical principles in research.	C	
---	---	--

**Compliance level: 46 % Partially compliant**

**ET recommendations:**

1. *Make a better and more transparent allocation of financial funds for research*
2. *Integrate application of research methodologies in several courses in each semester throughout the curriculum.*
3. *Provide clear policies for defining what is recognized as high-quality research, consistent with international standards*
4. *Be more transparent related to research performance*

**2.8. Staff, employment processes and professional development**

The Faculty of Islamic Studies has established all the necessary procedures to employ staff on competitive basis and transparently. While there are specially established committees to evaluate applications, the Faculty Council makes the final decision. All the criteria for selection as well as relevant procedures are defined by the Statute and also available on the website.

The Faculty presently has 10 full-time staff and 20 part-time staff, which is assuring a good ratio student-teacher. Evaluation of staff is done regularly, at the end of each semester, however there is no direct remuneration of the performance in the field of research. As mentioned in a previous chapters, professional development is one of activities and some teachers are involved.

Although some aspect of staff their employment and trainings are well taken care of, it still seems that ET noticed similar weak points as in the previous evaluation, and this is going to be reflected in the recommendations too. In the SER the institution report on further plans, but the overall impression is that it is still missing regularity of such activities.



Standard	Compliance	
	Yes	No
Standard 8.1. A comprehensive set of policies and regulations is included in an employment handbook or manual accessible to all teaching and administrative staff. It includes rights and responsibilities, recruitment processes, supervision, performance evaluation, promotion, support processes, and professional development.		C
Standard 8.2. The recruitment processes ensure that staff have the specific areas of expertise, qualification and experience for the positions they occupy. The recruitment processes ensure equitable treatment of all applicants.	C	
Standard 8.3. Candidates for employment are provided with full position descriptions and conditions of employment.	C	
Standard 8.4. New teaching staff is given an effective orientation to ensure familiarity with the institution and its services, programs and student development strategies, and institutional priorities for development.		C
Standard 8.5. The level of provision of teaching staff (the ratio of students per full time staff member) is adequate for the programs offered. Teaching loads are equitable across the institution, taking into account the nature of teaching requirements in different fields of study.	C	
Standard 8.6. All staff employed in the institution (academic, scientific, administrative) hold the relevant qualifications so that they are able to effectively manage educational, scientific, research, creative activities and administrative processes.	C	



Standard 8.7. Criteria and processes for performance evaluation are clearly specified and made known in advance to all staff.	C	
Standard 8.8. Academic staff evaluation is done 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.	C	
Standard 8.9. If staff performance is considered less than satisfactory, clear requirements are established for improvement. The institution is closely monitoring the improvements in staff activity, especially in the segments underlined during the evaluations.	C	
Standard 8.10. The institution has clear plan for all staff professional development, a structured approach in identifying such needs, and allocates appropriate resources for its implementation.		C
Standard 8.11. All staff are given appropriate and fair opportunities for personal and career development, with special assistance given to any who are facing difficulties.	C	

**Compliance level: 72 % Substantially compliant**

**ET recommendations:**

1. *Make sure to provide additional trainings for teaching staff, in particular teaching methods as well as to organise professional training for administrative staff*

**2.9. Student administration and support services**

FSI has policies and development strategies for student development, therefore based on the labor market needs FSI also develops student acceptance number policies, where this number also appears in requests and applications for accreditation of programs at KAA



that. The FSI's goal is to admit adequate numbers of students conforming to labor market requirements and all admission announcements are transparent and public. Admission criteria are also foreseen in the status of the faculty where it can be found on the Website of the faculty.

At the Faculty of Islamic Studies, after the admission of new students in the first year of studies, the first day of attendance of students in the Faculties is used as the orientation day for the students whereby the professors presents the services, physical spaces, study resources, the opportunities offered by the faculty for career development, as well as the procedures, rights and obligations of students towards the institution and vice versa, so students have an overview of the goals, mission and vision of the faculty.

The Faculty of Islamic Studies supports scholarships with students who show maximum success in studies and students who have a difficult economic-social situation. Only in the past three years FIS has awarded scholarships to 50 students each year, where the Faculty nearly divides about 16 scholarships for distinguished students. The scholarship includes the amount of 600 Euro per year which helps distinguished students to cover the study costs.

For each year FSI finds the opening of vacancies for students and during the process of their admission to studies, the FSI, through the standardized forms of student registration, collects data on the student population profile. While during the semester registration, the students' progress is also correlated with the passing rate, success and drop-out rate. Also through the questionnaires distributed for each semester in study programs, data on students' satisfaction with their programs are also collected. Through the questionnaires, data are collected on the students' satisfaction with the teaching resources and their support in the process of studying. The graduation ceremony is organized every year for the graduating students, where the dissemination of the diplomas is done solemnly. All the data collected on the different parameters of students are used to skim the FSI quality improvement strategies and policies.

FSI, besides the relevant documents available on the website, the faculty also organizes an informative hour for students to inform them about issues that are all about student stages of studies, where they are informed about the teaching methodology, their progress and the graduation process of studies. Also, the information is available to students through leaflets



that are produced by the faculty and are in the hands of the students to inform them about the conditions, obligations, responsibilities and code of ethics which should be part of the life span of students during the FSI studies.

All student appeal procedures in FSI are available in the documents published on the website and during the studies, students are encouraged by the management of the faculty to present all eventual injustice to the dean, where they are then reviewed by the ad hoc complaint committee to deal with student complaint issues.

According to the FSI Statute, a member of the Scientific Council of eleven members of the council, one must be a student.

The Chairperson of the Student Union (tutor student) is obliged to hold permanent consultations and individual consultations with the students and is obliged to report monthly to the student union (s) for his work and the results achieved. The purpose of this commission (Union) is to establish direct links and cooperation between the student and the professor, then creating the conditions for greater student achievement in terms of learning quality.

Apart from the regular theoretical and practical tuition organized for students, the Faculty of Islamic Studies also offers special tuition courses for students in different Islamic fields such as the Qur'an, Hadith, Arabic, Sire, Tefsir, etc. FSI also offers continuous courses in teaching and learning English. All courses are organized within the Faculty and are free for students. The purpose of organizing these courses is the professional preparation of students for their future career for the labor market. Apart from organizing courses for students, the subject is devoted to teaching English as an important language for international communication.

Through the organization of students in the Union of FSI students, the students are also involved in various extracurricular programs organized by the FSI, as in seminars, conferences, and various organizations related to their orientation in the career by inviting different trades of the labor market to provide information on their career orientation.

The Faculty of Islamic Studies has conducted an evaluation of the quality of services it offers. Unfortunately, it turns out that there is no adequate check for plagiarism in submitted





works or final papers. The university must therefore establish a system to check corresponding examination papers and theses for plagiarism and take appropriate measures.

In terms of career opportunities and continuing education, this is missed at the institution. In particular, that students also deal with modern information technology and adequately use computers and communication devices accordingly. Therefore, the institution should offer appropriate training opportunities to increase career opportunities in the labor market.

Standard	Compliance	
	Yes	No
Standard 9.1. Admissions requirements are clearly specified and appropriate for the institution and its programs; admission requirements are consistently and fairly applied.	C	
Standard 9.2. Complete information about the institution, including the range of programs and courses, program requirements, services, scholarship opportunities, tuition and administrative fees and other relevant information are made publicly available prior to application for admission.	C	
Standard 9.3. A comprehensive orientation program is organized for starting students to ensure thorough understanding of the range of services and facilities available to them, policies and procedures at the institution and of their rights and responsibilities.	C	
Standard 9.4. A range of scholarships and financial support are available to students in order to both stimulate and reward performance, as well as to socially support students with disadvantaged backgrounds. These two categories and their criteria are operated separately; these scholarships and financial support can be cumulated.	C	



Standard 9.5. There are effective processes in place to collect and analyze reliable data referring to the profile of the student population, student progression, success and drop-out rates, students' satisfaction with their programmes, learning resources and student support available, career paths of graduates. The statistical data is used for quality assurance purposes, as well as in supporting decision making.	C	
Standard 9.6. A student handbook is made widely available within the institution, covering all information required for all phases of the student „life cycle” - admission, progression, recognition and certification – including all concerning regulations, the rights and responsibilities of students, actions to be taken for breaches of discipline, responsibilities of relevant officers and committees, and penalties that may be imposed.	C	
Standard 9.7. Student appeal procedure is specified in regulations, published and made widely known within the institution. The regulations make clear the grounds on which academic appeals may be based, the criteria for decisions, and the remedies available. The appeals procedures guarantee impartial consideration by persons or committees independent of the parties involved.	C	
Standard 9.8. Appropriate policies and procedures are in place to deal with academic misconduct, including plagiarism and other forms of cheating.		C
Standard 9.9. The range of services provided and the resources devoted to students reflect all requirements of the student population. Formal plans are developed for the provision and improvement of student services; the implementation and effectiveness of those plans is being monitored on a regular basis.	C	
Standard 9.10. The effectiveness and relevance of student services is regularly monitored through processes that include satisfaction surveys. Services are modified in response to evaluation and feedback.	C	
Standard 9.11. Academic counselling, career planning and employment advice as well as personal or psychological counselling services are made available with easy access for students from any part of the institution.		C



Standard 9.12. Opportunities are provided through appropriate facilities and organizational arrangements for extracurricular activities for students. Arrangements are made to organize and encourage student participation in extracurricular activities.	C	
--	---	--

**Compliance level: 83 % Substantially compliant**

**ET recommendations:**

1. *Make plagiarism check a standard routine for all seminar papers, research proposals and bachelor-master theses.*
2. *Career planning and employment advice services could be made available to students and teachers.*

## 2. 10. Learning resources and facilities

The interior spaces of the Faculty of Islamic Studies are regulated according to the most contemporary standards for teaching. They are light-hearted, warm, clean and equipped with equipment and equipment that provide convenience to students in the learning process, as well as suitable working conditions for teaching staff.

It is worth mentioning that the Faculty of Islamic Studies has an amphitheater, a classroom, a computer room and a modern library. The Library of the Faculty of Islamic Studies is equipped with academic literature in Albanian and foreign languages. The faculty building is completely new and offers good conditions for work and study. The campus is located in the center of Prishtina and offers good and quick access to other public institutions.

All materials published by both faculty staff as well as other relevant materials for students and academic staff are available at the faculty library. Students are also aware of which internet resources to be used that are in the scope of the study program in which they are registered.

Also, all available resources and literature are kept in the form of the electronic faculty database with the aim of facilitating access to and evidencing resources.



For access to the study areas, the Faculty of Islamic Studies has an in-depth infrastructure that, apart from the special trails for people with disabilities (for those with wheelchairs), has the lift available to have access to the above floor of the building. While for people with disabilities with probation problems, institutions deduced to support this category of students provide financial support through various centers where their conduct from other people is organized.

According to the evaluation of the experts, the current computer capacities are not sufficient. For example, only four computers are available in the library. The institution should therefore provide additional computers for work.

Standard	Compliance	
	Yes	No
Standard 10.1. Adequate financial resources are provided for acquisitions, cataloguing, equipment, and for services and system development.	C	
Standard 10.2. Books, journals and other materials are available in Albanian and English (or other languages) as required for programs and research organized at the institution.	C	
Standard 10.3. Reliable and efficient access to online databases, research and journal materials relevant to the institution's programs is available for users.	C	
Standard 10.4. Adequate facilities are provided to host learning resources in a way that makes them readily accessible. Up to date computer equipment and software are provided to support electronic access to resources and reference material.		C
Standard 10.5. Library and associated facilities and services are available for extended hours beyond normal class time to ensure access when required by users.	C	



Standard 10.6. Reliable systems are used for recording loans and returns, with efficient follow up for overdue material. Effective security systems are used to prevent loss of materials.	C	
Standard 10.7. The institution provides an adequate, clean, attractive and well-maintained physical environment of both buildings and grounds. Facilities fully meet Kosovo legislation on health and safety.	C	
Standard 10.8. Quality assurance processes used include both feedback from principal users about the adequacy and quality of facilities, and mechanisms for considering and responding to their views.	C	
Standard 10.9. Appropriate provision for both facilities and learning resources is made for students and staff with physical disabilities or other special needs (such as visual or hearing impairments).	C	
Standard 10.10. Complete inventories are maintained of equipment owned or controlled by the institution including equipment assigned to individual staff. Space utilization is monitored and when appropriate facilities reallocated in response to changing requirements.	C	
Standard 10.11. Adequate computer equipment is available and accessible for teaching, staff and students throughout the institution. The adequacy of provision of computer equipment is regularly evaluated through surveys or other means.	C	
Standard 10.12. Technical support is available for staff and students using information and communications technology. Training programs are provided to ensure effective use of computing equipment and appropriate software for assessments, teaching and administration.	C	

**Compliance level: 91% Substantially compliant**

**ET recommendations:**

1. The institution should provide additional computers for work.



### **1.11. Institutional cooperation**

One of the main goals of the Faculty of Islamic Studies is to develop cooperation with Islamic faculties and with other international scientific and educational associations. The continuing aim of the Faculty of Islamic Studies is to engage teaching staff with international academic qualifications and engagement of any international staff. The Faculty of Islamic Studies aims at building up contemporary university studies complying with the Bologna Declaration, crowning it with a diversity of contemporary teaching, tradition and achievements. In order to reach the desired standards of quality assurance and improvement, the Faculty of Islamic Studies in 2012 has established the Quality Assurance Office in which the office has engaged staff of two persons, one responsible for providing internal quality and the other for international access and cooperation.

Since the first accreditation in 2012, the Faculty of Islamic Studies has aimed to establish adequate quality assurance and internationalization mechanisms in order to follow up on contemporary changes and trends at home and abroad. The Faculty of Islamic Studies has followed this trend with the implementation of the reforms it has implemented with the beginning of the implementation of the Bologna Process at the Faculty. Secondly, with the implementation of reforms under the Bologna standards, the evaluation experts have presented their recommendations in the evaluation reports, where it is required to work on internationalization and in the follow up of new teaching / learning trends and scientific trends. In this context, the Faculty of Islamic Studies has encouraged and motivated the academic staff to increase their participation in various international conferences, as well as in publishing scientific papers in well-known international journals.

The Faculty of Islamic Studies gives special importance to cooperation with other institutions. FSI, in order to achieve its academic goals, has started academic, institutional and professional cooperation with other local, regional and international institutions. From the aspect of content, these agreements are in the function of drafting joint study programs, organizing various events, academic and scientific knowledge, performing students' practical work, developing and qualifying staff and others. In this sense, FSI has signed agreements and memorandums of cooperation with the Vienna University of Austria, the Department of Educational Sciences, the agreement with the Faculty of Islamic Sciences in Skopje, with the Faculty of Theology (Ilahijat) in Bursa Turkey, with Universitetin Nexhmedin Erbakan ne Konja in Turkey, with



Alauddin High Madrasa in Pristina, Prizren and Gjilan Madrasa and the majority of the Islamic Community Councils in Kosovo, etc.

The Faculty of Islamic Studies has carried out some scientific research projects, conferences, seminars etc. in cooperation with international institutions and organizations during the last few years. Now the Faculty of Islamic Studies also has an international co-ordinator who aims to help the academic staff to create different collaborations in the field of teaching and research and to advance and advance with their scientific research work. The Office for Cooperation in International Cooperation functions as a mechanism for supporting academic staff in establishing international contacts and creating a network of researchers in the field of theology.

The Academic Staff of the Faculty of Islamic Studies has a special role in the development of theology in the country. Since the only institution of higher education in Kosovo is profiled for theological issues and in its context FSI is actively contributing to various forums to contribute to community development and interethnic tolerance in the country.

FSI cooperates with various institutions of the country, where the main aim of the cooperation is to create good opportunities for students to take part in different practical work but also for student employment opportunities. Labor market collaboration also enables FSI to receive additional information from the labor market in order to improve study programs and adapt to labor market needs. With the aim of creating close cooperation between the faculty - the labor market, FSI organizes frequent meetings with representatives of various institutions and labor market representatives. This helps FSI adapt its curricula and teaching methodology to meet labor market demands.

The Faculty of Islamic Studies has a list of students who have completed their studies at the FSI, and keeps in touch with them in order to create a quality culture where alumni students are part of the change and contribute to quality development at the faculty.

During the on-site visit, the evaluators noted that there is a lack of international exchange and international cooperation. The evaluators would therefore welcome it if the university would put more energy into international cooperation. For example, memorandum of understanding exist, but no consequences or further intensification of these can be traced from them. These two points were also addressed in the previous evaluation, but have not yet been satisfactorily resolved.



Standard	Compliance	
	Yes	No
Standard 11.1. The provider has drafted and adopted an institutional cooperation and/or internationalization strategy/policy that guides the institutional decisions and resource allocation in this area.	C	
Standard 11.2. The institution has created and assigned the portfolio for institutional cooperation and/or internationalization to a member of the upper management that is directly mandated and accountable for the initiatives and results in this area.	C	
Standard 11.3. The institution has different agreements and memorandums of understanding with relevant international partners and organizations. The responsibilities of partners are clearly defined in formal agreements.		C
Standard 11.4. The institution takes part, either as a leader or as a partner, in international projects.		C
Standard 11.5. The institution organizes events of international visibility and outreach (conferences, summer schools, etc.)	C	
Standard 11.6. The institution is encouraging the international visibility of its staff and students by supporting their participation in different study mobility, forums, events, internships, summer schools, seminars, etc.	C	
Standard 11.7. Engagement in international cooperation and contributions to the community are included in promotion criteria and staff performance review.	C	
Standard 11.8. Mechanisms are established to support cooperation with international higher education institutions, networks and organizations. Assistance is given for teaching staff to develop collaborative arrangements with the international community.	C	





Standard 11.9. All staff are encouraged to participate in forums in which significant community issues are discussed and plans for community development are considered.	C	
Standard 11.10. Relationships are established with local industries and employers to assist program delivery (these may include placement of students for work-study programs, part time employment opportunities, and identification of issues for analysis in student project activities.)	C	
Standard 11.11. Local employers and members of professions are invited to join appropriate advisory committees or other structural units considering study programs and other institutional activities.	C	
Standard 11.12. Regular contact is maintained with alumni, keeping them informed about institutional developments, inviting their participation in activities, and encouraging their support for new developments.	C	

**Compliance level: 83% Substantially compliant**

**ET recommendations:**

1. *Make sure that Memorandum of Understanding are followed with concrete actions.*
2. *Increase efforts to obtain more International collaborations and projects.*

**OVERALL EVALUATION AND JUDGEMENTS OF THE ET**

According to the KAA Accreditation manual, in order to be granted a positive decision for institutional re/accreditation, every education provider has to demonstrate at least a **substantial compliance** level in the overall judgment. Therefore, failure in meeting at least an overall substantial compliance level entails delaying, withdrawing, suspending or denying accreditation.

In conclusion, in line with the Manual requirements, the Faculty for Islamic Studies is **substantially compliant** and the Expert Team recommends **to reaccredit** the institution for three (3) years.



Standard	Compliance Level
1. Public mission and institutional objectives	<b>Substantially compliant</b>
2. Strategic planning, governance and administration	<b>Partially compliant</b>
3. Financial planning and management	<b>Substantially compliant</b>
4. Academic integrity, responsibility and public accountability	<b>Partially compliant</b>
5. Quality management	<b>Partially compliant</b>
6. Learning and teaching	<b>Substantially compliant</b>
7. Research	<b>Partially compliant</b>
8. Staff, employment processes and professional development	<b>Substantially compliant</b>
9. Student administration and support services	<b>Substantially compliant</b>
10. Learning resources and facilities	<b>Substantial compliant</b>
11. Institutional cooperation	<b>Substantially compliant</b>
Overall Compliance	<b>Substantial</b>



Republika e Kosovës  
Republika Kosova - Republic of Kosovo

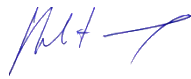


Agjencia e Kosovës për Akreditim  
Agencija Kosova za Akreditaciju  
Kosovo Accreditation Agency


---


## Expert Team

### Chair

(Signature)  **Melita Kovačević** **16-02-2022**  
(Print Name) (Date)

### Member

(Signature)  **Ahmad Zargari** **2-16-2022**  
(Print Name) (Date)

**Christopher Bohlens**   
**16-02-2022**  
(Signature) (Print Name) (Date)