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*Faculty of Islamic Studies*  
*Islamic Theology BA*

***TYPE OF EVALUATION: RE/ACCREDITATION***

**REPORT OF THE EXPERT TEAM**

*19th May 2022, online*



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## 1. INTRODUCTION

### 1.1. Context

**Date of site visit: 19th May 2022**

**Expert Team (ET) members:**

- *Prof Dr. Zekirija Sejdini,*
- *Ms Delia Lupescu*

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

- *Leona Kovaçi, KAA Officer*

**Sources of information for the Report:**

- *Selfevaluation Report and annexes received before the online site-visit;*
- *the online site-visit interviews;*
- *the additional documents requested and received after the online site-visit;*
- *video presenting the premises of the FSI;*
- *the website of the FSI (<https://fsi-edu.net/category/njoftimet/>).*

**Criteria used for program evaluation:**

- *KAA Accreditation Manual (2018);*



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## 1.2. Site visit schedule

<i>Time</i>	<i>Meeting</i>	<i>Participants/Comments</i>
<i>09:00 – 09:45</i>	<i>Meeting with the management of the faculty where the programme is integrated</i>	<i>Fahrush Rexhepi – dean Zija Abdullahu – voice dean Vedat Shabani- sekretary</i>
<i>09.50 – 10.35</i>	<i>Meeting with quality assurance representatives and administrative staff</i>	<i>Sedat Islami Ajni Sinani Muzaqete Kosumi</i>
<i>10:45 – 11:40</i>	<i>Meeting with the heads of the study programme BA:</i>	<i>Fahrush Rexhepi Lulzim Esati Sulejman Osmani Musa Vila</i>
<i>11:45 – 12.40</i>	<i>Meeting with the heads of the study programme MA:</i>	<i>Zija Abdullahu</i>
<i>12:40 – 13:20</i>	<i>Lunch break</i>	
<i>13:20 – 14:05</i>	<i>Meeting with teaching staff</i>	<i>Safet Hoxha Ilmije Kuqi Bahri Hoxha Valon Myrta Melihate Zeqiri Valmire Batatina</i>

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		<i>Rexhep Suma</i> <i>Januz Dervodeli</i>
<i>14:15 – 15:00</i>	<i>Meeting with students</i>	<i>Anisa Hoti</i> <i>Xheneta Fejzullahu</i> <i>Xheneta Sahiti</i> <i>Harbin Saliji</i> <i>Bushra Abdullahu</i> <i>Semra Shabani</i> <i>Bletona Kriva</i> <i>Rexhep Abdullahu</i> <i>Blerim Ramabaja</i> <i>Armend Kolica</i> <i>Lorik Latifi</i>
<i>15:05 – 15:50</i>	<i>Meeting with employers of graduates and external stakeholders</i>	<i>Ahmet Sadriu</i> <i>Sabri Bajgora</i> <i>Islam Hasani</i>
<i>15:55 – 16:40</i>	<i>Meeting with graduates</i>	<i>Isra Hyseni</i> <i>Bunjamin Emini</i> <i>Enisa Bekteshi</i> <i>Abdullah Bahtiri</i> <i>Saranda Muharemi</i>
<i>16:40 – 16:50</i>	<i>Internal meeting of KAA staff and experts</i>	



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16:50 – 17:00 Closing meeting with the management of the faculty and program

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

*The Faculty of Islamic Studies (FSI) is an independent educational institution established in 1992 and located in Pristina. FSI offers 3 study programs in the general field of study: Islamic Theology, Education and Islamic Pedagogy - two BA level programmes and a MA level programme.*

*The main governing authorities of the Faculty are the Teaching-Scientific Council and the Dean [SER, p.13].*

*The program under evaluation is 'Islamic Theology' BA level. It is organised as a 4-years study programme with a total number of 240 ECTS credits. It corresponds to a qualification level 6 and it is intended to enrol 120 students. It benefits of the involvement of 2 associate professors, 4 assistant professors and 4 lecturers. The regular students have to pay a tuition fee of 60euros per semester, while the corresponding students have a tuition fee of 150 euros/semester.*

## 2. PROGRAM EVALUATION

### 2.1. Mission, objectives and administration

According to the website of the institution is „*Its mission is to educate, train and prepare professional and scientific staff for the needs of the Islamic Community and Kosovar society in general, and beyond, in the spirit of scientific principles and contemporary values in the field of Islamic theology*” [source: <https://fsi-edu.net/misioni/>]. The mission of the BA programme is *to contribute to religious communities and educational, academic and scientific institutions in building peace and tolerance as well as in the development of multinational, multicultural*

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*and political and integrative processes` [SER, p. 19]. While there is obvious connection within the two, the programme's mission does not explicitly refer to training and preparing professionals. However, the ET appreciates the reference to all the missions of Higher Education: academic, research and service to community. The mission statement of the programme could be improved by better defining its didactic and research concept.*

*During the online site-visit it was highlighted that, since the last external evaluation, the programme's structure and curriculum was improved, thus aligning it more with international study programmes. However, the SER did not include specific reference regarding national or international experts in curriculum and programme design that were consulted when revising the curriculum. Nevertheless, the ET appreciates that different stakeholders - like the Islamic Community and students - were included in the discussions about the programme.*

*The programmes follows the rules and regulations of the Faculty of Islamic Studies, thus there are formal policies/guidelines/regulations dealing with recurring procedural or academic issues. Some of them are publicly available on the institutions' website: <https://fsi-edu.net/rregullore/>. The online site visit confirmed that the members of the academic community were aware of these rules and were able to follow them. They also confirmed that these internal documents are regularly revised for improvement.*

Standard	Compliance (yes/no/partially)
Standard 1.1. <b>The study program mission is in compliance with the overall mission</b> statement of the institution	partially
Standard 1.2. <b>Relevant academic and professional advice</b> is considered when <b>defining the intended learning outcomes</b> which are consistent with the <b>National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.</b>	partially
Standard 1.3. The study program has a <b>well-defined overarching didactic and research concept.</b>	partially
Standard 1.4. There are formal <b>policies, guidelines and regulations</b> dealing with recurring procedural or academic issues. These are made <b>publicly available</b> to all staff and students.	yes



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Standard 1.5. <b>All staff and students comply with the internal regulations</b> relating to <b>ethical conduct in research, teaching, assessment</b> in all academic and administrative activities	yes
Standard 1.6. <b>All policies, regulations,</b> terms of reference and statements of responsibility relating to the management and delivery of the program <b>are reviewed at least once every two years</b> and amended as required in the light of changing circumstances.	yes

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *At the next revision of the curriculum consider including national and international experts in the consultation panel for (re)defining the learning outcomes and revise the research concept.*

**2.2. Quality management**

It can be seen from the self-report itself that the faculty is endeavouring to establish structures that examine the quality in the area of administration and teaching. To this purpose, an independent committee was created to take care of quality assurance. The committee is constituted of various members of the faculty and a student representative. According to its own information, the faculty orients itself to European educational institutions and tries to comply with their standards at its own faculty as well. In addition to the various sub-areas, which are evaluated annually, the evaluation of the individual courses at the end of each semester is also part of the process. For the evaluation, students receive questionnaires that are prepared and sent to the responsible office. In the case of a negative result, a meeting takes place between the dean and the person concerned to discuss the reasons for the evaluation together and to work out possible solutions.

The structure and content of the questionnaire are unfortunately not known, as no questionnaire was made available at the time this evaluation was carried out. The process of the evaluation or the concrete implementation was also not detailed in the self-evaluation report. For example, it is not clear whether students are free to fill out the evaluation forms and whether they are guaranteed anonymity. It is also unclear which evaluation method is used. For example, it is



open how many students must participate in an evaluation for the results to be considered meaningful. It is important to continue these quality assurance efforts and to make the evaluation process of courses transparent. This includes making the results available to all students at all times. As long as the person concerned agrees to this. This quality assurance body must also be evaluated externally to ensure that it is fulfilling its task and that the quality assurance itself meets the specified standards. An annual overall statistic on the results of the evaluation of the respective individual courses, would be suggested in order to improve the possible weaknesses through further training.

Standard	Compliance (yes/no/partially)
Standard 2.1. <b>All staff participate in self-evaluations</b> and cooperate with reporting and improvement processes in their sphere of activity.	partially
Standard 2.2. <b>Evaluation processes and planning for improvement are integrated into normal planning processes.</b>	yes
Standard 2.3. <b>Quality assurance processes deal with all aspects of program planning and delivery</b> , including services and resources provided by other parts of the institution.	partially
Standard 2.4. Quality evaluations provide <b>an overview of quality issues for the overall program</b> as well as of different components within it; the evaluations consider inputs, processes and outputs, with <b>particular attention given to learning outcomes for students.</b>	partially
Standard 2.5. Quality assurance processes ensure both that <b>required standards are met</b> and that there is <b>continuing improvement in performance.</b>	yes
Standard 2.6. <b>Survey data is being collected from students, graduates and employers;</b> the results of these evaluations are <b>made publicly available.</b>	no
Standard 2.7. <b>Results of the internal quality assurance system are taken into account for further development of the study program.</b> This includes evaluation results, investigation of the student workload, academic success and employment of graduates.	yes



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Standard 2.8. The institution ensures that <b>reports on the overall quality of the program are prepared periodically</b> (eg. every three years) for consideration within the institution indicating its <b>strengths and weaknesses</b> .	yes
Standard 2.9. <b>The quality assurance arrangements for the program are themselves regularly evaluated and improved.</b>	yes

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *Disclosure of questionnaires and results to academic staff and students (consider publishing them, in an anonymized version, on the website of the institution)*
2. *External evaluation of the quality assurance*
3. *Annual report on the overall analysis*

**2.3. Academic staff**

The study programme is administered by a large number of qualified persons. These are employed according to their qualifications. In general, the subjects are supervised by professionally trained persons. Some of the teachers are fully employed, others only have part-time contracts. Care is taken to ensure that the general requirements for teaching staff are met and that there are sufficient of them to supervise students adequately. They are evaluated regularly. The faculty motivates and supports them in their continuing education and training. They take part in internal and external further training, which the faculty supports financially when possible.

It is unclear what procedure teachers have to go through in order to be employed. Who forms the commission and according to which criteria people are hired is also not clear. Above all, the selection of professors is of enormous importance. Therefore, it seems useful to explain the process of recruitment in more detail in the self-evaluation report. During the discussions, it was brought up to the attention of the ET that the faculty is not authorised to offer a PhD programme. For this reason, the question arises as to how the faculty issues the title of lecturer or professor and whether the faculty is empowered to do so at all. Should the faculty issue the titles on its own, it would seem sensible to define the criteria by which persons obtain this title.

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The ET is familiar with the political context of Kosovo and the visa issues derived from it. However, due to a lack of language skills, the mobility of teachers is relatively limited and thus their international experience is limited. The acquisition of third-party funding is also relatively low, despite the faculty's claim to actively support this.

It is regrettable that the faculty has no difficulty in employing people who are known to the public for their conservative understanding of theology. It is questionable when a study programme that intends to promote peaceful coexistence in religious-cultural diversity (SER, p.32) is taught by such persons. It is problematic because the credibility of the study programme depends on who is hired to implement it.

If teachers are appointed who take orthodox positions in public, it leads to the credibility of the faculty being questioned. The fact that European orientation, scientific progress and innovation are frequently mentioned in the study programmes has no effect if they are taught by people who represent the opposite. In cases like these, the European orientation remains an empty statement.

Standard	Compliance (yes/no/partially)
Standard 3.1. Candidates for employment are provided with <b>full position descriptions and conditions of employment</b> . 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.	<b>Partially</b>
Standard 3.2. <b>The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.</b>	<b>Yes</b>
Standard 3.3. Academic staff <b>do not cover</b> , within an academic year, <b>more than two teaching positions</b> (one full-time, one part-time), regardless of the educational institution where they carry out their activity.	<b>yes</b>
Standard 3.4. <b>At least 50% of the academic staff in the study program are full time employees</b> , and account for at least 50% of the classes of the study program.	<b>yes</b>
Standard 3.5. <b>For each student group</b> (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the	<b>yes</b>



institution has employed at <b>least one full time staff with PhD title</b> or equivalent title in the case of artistic/applied science institutions.	
Standard 3.6. <b>Opportunities</b> are provided for <b>additional professional development of teaching staff</b> , with special assistance given to any who are facing difficulties.	<b>Partially</b>
Standard 3.7. The responsibilities of all teaching staff, especially full-time, include the <b>engagement in the academic community, availability for consultations with students and community service.</b>	<b>yes</b>
Standard 3.8. <b>Academic staff evaluation is conducted regularly</b> at least through selfevaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The <b>results</b> of the evaluation are made <b>publicly available.</b>	<b>Partially</b>
Standard 3.9. Strategies for quality enhancement include <b>improving the teaching strategies and quality of learning materials.</b>	<b>Yes</b>
Standard 3.10. <b>Teachers retired at age limit</b> or for other reasons lose the status of full-time teachers and <b>are considered part-time teachers.</b>	<b>yes</b>

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *Strengthening internationality and professional support in acquiring external funding*
2. *Increase Transparency in recruitment criteria*
3. *Non-employment of persons who represent an understanding of theology that contradicts the mission of the study programme.*

**2.4. Educational process content**

The study programme corresponds in the broadest sense to the curriculum of other theological faculties. In addition to the classical subjects taught at all Islamic theological faculties worldwide, it also includes human science. The most important theological subjects include Qur'anic recitation, Qur'anic commentary, the tradition of the Prophet Muhammad, Islamic normative doctrine, Arabic language, etc. The humanities subjects taught include sociology, education and others.



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In the presentation of the individual subjects, it is evident that the format of all courses is identical. No distinction is made between a lecture and a seminar. There is always reference to lessons held and to practice, although it is not always clear what is meant by practice. It would be important to offer the individual courses according to the subject logic either as a lecture or as a seminar. This would also have an impact on the assessment of the courses. Seminars are immanent exams, which means that students receive their grade through a seminar paper. Lectures, on the other hand, are concluded by a written or oral examination. This separation is urgently necessary for the programme. Attendance should not be included in the grade, participation should be, if it is a seminar.

A look at the curriculum shows that the dominant subject is Islamic jurisprudence. It is offered almost twice as much as all other major subjects. Considering that the education takes place in a secular country where religious law, especially criminal law, plays no role at all, the number of these subjects should be brought into line with the other classical subjects.

It would also make sense to change some titles. For example, Koran could be replaced with Koran Recitation, because it is not obvious from the title why this is the case. This also applies to the course Mysticism, which should be renamed Islamic Mysticism.

Another problem is with the subjects that have been added as a result of earlier evaluation and do not belong to the core subjects. Although these are included in the curriculum, they are generally offered as electives, so students can only take part of them. Instead of allocating 46 ECTS es for Islamic law, subjects such as Women and Society, Sociology, Pedagogy. Scientific work and Islam in Europe should not be elective subjects. Other weaknesses that the curriculum shows are, for example, the two courses in the area of Sire. One course would suffice for this. The course Dawah also does not seem very appropriate for an academic institution. Instead, the English language and scientific work should be promoted to compulsory subjects. The elective Turkish language is also not sufficiently integrated into the curriculum. For one thing, the description in the self-report is wrong; for another, it is not clear whether students learn the basics of the Turkish language or how to deal with Turkish literature.

Standard	Compliance (yes/no/partially)
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<p>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.</p>	<p>Partially</p>
<p>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.</p>	<p>Partially</p>
<p>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 list at least 7 learning outcomes for the study program under evaluation.</p>	<p>Yes</p>
<p>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</p>	<p>Yes</p>
<p>Standard 4.5. If the language of instruction is <u>other than Albanian</u>, actions are taken to ensure that language skills of both students and academic staff are</p>	



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.	
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.	Yes
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.	Partially
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.	Partially
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.	Partially
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.	Yes



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.	n.a
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.	n.a

**Compliance level:** Partially compliant

**ET recommendations:**

1. *Reduction of subjects in the area of Islamic law*
2. *Offer Scientific Work and English, as well as Women and Society as compulsory.*
3. *The separation of lectures and seminars.*

**2.5. Students**

The SER describes the admission procedure which includes a written exam `in the basic subjects of the FSI study program` [SER, p. 168]. According to the online site-visit they refer to Islamic theology in a general manner. To ensure a fair, consistent and transparent evaluation of all potential candidates, admission exams should have a bibliography announced in advance - the ET recommends FSI to consider this.

The admission procedures also require the future students to prove they graduated from highschool, passed the Matura exam or equivalent and accept the rules and regulations of the provider, including those mentioned in the Study contract [SER, p.169]. The faculty intends to increase the number of admitted students from approximately 90 students/year to 120

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students/year, this should come with an increase in allocated resources (e.g. financial, human, material).

During the studies, students are grouped in study groups of 30-40 students. This could be ok for lectures, but for more practical laboratories/seminars, smaller study groups ensure a better communication with the student (a more interactive learning process) and a better involvement of the students in the learning-teaching process.

Examination of the students is organised according to the internal regulations of the provider, and are announced to students in the beginning of the course. However, flexibility is shown – regarding time allowance – for ‘special situations’ and ‘some circumstances where for objective reasons they are required to be more flexible in organizing processes related to fixed time in the learning process’ [SER, p. 169]. Examinations include intermediate (during the semester) exams that test the progress of the students up to a certain point of the course, thus offering them feedback regarding their progress towards learning outcomes.

Observation: the academics mentioned that attendance is mandatory and marked. If attendance is not a competence/skill enlisted among the learning outcomes, the faculty should consider not grading it.

Teachers are responsible for monitoring the originality of the student work - both for papers during the four years of study, and the final thesis. The academics were aware of this responsibility and, during the online sitevisit, shown confidence that this is a good way to discover potential plagiarism attempts. Moreover, students are taught about academic writing rigours and how to avoid plagiarising during their ‘Academic writing style’ course from the 1st semester. The ET recommends the academic coordinators of Diploma Thesis to remind their students the rules of academic writing during the period of preparing the final thesis.

The ET could not restrain from noticing that many of the students did not finish their diploma thesis during their 8th semester of study, but rather they needed one extra year to finish writing it and defend it. The Faculty should consider the reasons for this delay in finishing studies and maybe be proactive in finding some potential solutions to the problems students face that makes it difficult for them to graduate in ‘regular time’.



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`All the results obtained during the studies are recorded in the grades certification and at the end of the studies` [SER, p. 169]. These data are monitored by the Quality Assurance structures, and discussions are raised if abnormalities are noticed.

There is the possibility to accept transfers, but according to the online site visit there were no such request in the last years. When the students of the BA programme decide to drop out or transfer to another programme, their motivation is one of the next three: their interest in the subject drops, they were already attending the courses of two programs and they choose one, or they emigrate.

Standard	Compliance (yes/no/partially)
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.	partially
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.	YES
Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.	yes
Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	partially
Standard 5.5 The results obtained by the students throughout the study cycles are certified by the academic record.	Yes
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.	Yes
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. [SER]	yes
Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.	yes



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

**Compliance level:** Substantially compliant

**ET recommendations:**

- 1. Publish on the website the rights and responsibilities of students;*
- 2. Develop regulations for student transfers.*
- 3. Investigate the reasons for the high percentage of students who do not finish in `regular time` their studies, due to the delays they register in writing and defending their Diploma Thesis. Act proactive and propose some solutions to the hardships met by students.*

**2.6. Research**

As can be seen from the self-report, the achievements in the field of research are very modest and limited to the local level. The innovative character of research is not considered separately. Publications of any kind are considered research achievements. The publications mentioned in the report itself cannot be adequately evaluated because bibliographic data are missing. The listing of the number of publications does not provide any information about the quality of the publications. Some of the publications, such as twelve published books by a single person, show that popular science books are also listed as research achievements. There are also no concrete larger projects to show. This is mainly due to the fact that, on the one hand, the employees do not have the linguistic competence to assert themselves internationally, but are also little informed about the possibilities of obtaining external funding. Therefore, it seems sensible for the International Office to be involved in the handling of projects and thus support the employees

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Standard	Compliance (yes/no/partially)
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.	partially
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.	partially
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.	partially
Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.	partially
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.	partially
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.	partially
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.	Yes



Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.	yes
Standard 6.8.(1) 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.	Yes
Standard 6.9. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	yes
Standard 6.10. Students are engaged in research projects and other activities.	yes

**Compliance level:** Partially compliant

**ET recommendations:**

1. *Publications in foreign journals*
2. *Acquisition of external funding*
3. *International cooperations*

**2.7. Infrastructure and resources**

The campus of the Faculty of Islamic studies is located in Pristina and it includes „ an amphitheater, a classroom, a computer room and a modern library” [SER, p. 178]. The spaces are clean and adequate to the needs of the faculty, being appropriate for organizing the teaching-learning process as well as the research activity.

Aspects related to human resources are discussed in the previous sections of the report.

The Faculty has developed a three-year financial plan that proves the financial sustainability of the program for the next three years.



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'The halls for the realization of the teaching process are adequate, where in general the amphitheatre is 242 m2, the 258 m2 student room for recreation, the waiting room 121 m2 and the hall 76m2, the library 206 m2, the archive for the preservation of the old manuscripts in the. Arabe-Osmane 30 m2, student service (referent) 30 m2, Kitchen & Restaurant 104 m2, Holli 128 m2, other 155 m2 where total available without including teachers' halls etc., 1,302.94 m2 are available.' [SER, p. 181].

'The Faculty of Islamic Studies has a total of 6 lecture halls. 5 halls are for BA level and 1 hall for MA level. Total seats for BA level are 200. Meanwhile, the conference room, which is used for the two levels, has a total of 180 seats.' [additional document]. These should be enough to cover the needs of study places for the 120 students that the faculty is planning to enrol in one study year, thus reaching a potential total of 360 students enrolled simultaneously. However, the ET cannot make an evaluation of the capacity of the library since the details about that were not provided.

During the online site visit, the members of the academic community mentioned they could access international databases. The Faculty should continue its efforts of encouraging them - both teachers and students - to use these resources (especially since they are so expensive to be covered and ensured). Such resources should be available from home to increase usage. Students confirmed they are /were involved in research projects by their teachers.

Standards	Compliance (yes/no/partially)
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.	Yes
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.	yes
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:	yes

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

**Compliance level:** Substantially compliant

**ET recommendations:**



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1. *Increase popularity of international databases and journals both among teachers and students - e.g. by ensuring remote access.*

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

Standard	Level of compliance
1 Mission, objectives and administration	Substantially compliant
2. Quality management	Substantially compliant
3. Academic staff	Substantially compliant
4. Educational process content	Partially compliant
5. Students	Substantially compliant
6. Research	Partially compliant
7. Infrastructure and resources	Substantially compliant
<b>Overall compliance level</b>	<b>Substantially compliant</b>

In conclusion, the Expert Team considers that the study program BA Islamic Theology offered by Faculty of Islamic Studies is *Substantially compliant* with the standards included in the *KAA Accreditation manual* and, therefore, recommends *to accredit* the study program for a duration of *3 years* with a number of *120* students to be enrolled in the program.

### 4. APPENDICES (if available) - n.a.

**Expert Team**

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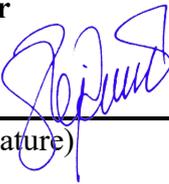
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**Chair**

  
(Signature)

**Dr. Zekirija Sejdini**

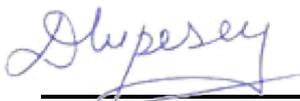
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16.06.2022

(Date)

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**Member**

  
(Signature)

**Delia Lupescu (ex. Gologan)**

(Print Name)

16.06.2022

(Date)

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