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Faculty of Islamic Studies

Islamic Theology MA

TYPE OF EVALUATION: REACCREDITATION)

REPORT OF THE EXPERT TEAM

19th May 2022, online

1



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TABLE OF CONTENTS

Contents

TABLE OF CONTENTS	2
1. INTRODUCTION	2
1.1. Context	2
1.2. Site visit schedule	3
1.3. A brief overview of the institution and program under evaluation	4
2. PROGRAM EVALUATION	4
2.1. Mission, objectives and administration	4
2.2. Quality management	4
2.3. Academic staff	5
2.4. Educational process content	5
2.5. Students	5
2.6. Research	6
2.7. Infrastructure and resources	6
3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET	7
4. APPENDICES 23	2



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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);*



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 Rexhep Suma</i>



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

		<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>	



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

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

‘The Master's program of Islamic Theology has the mission to taught students in the European context of Theology, to develop and stimulate students for independent research at an advanced level for further promotion and to secure a successful career in the academic field, so that



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

students be trained and solve problems not only scientific (theological), but also social ones. [SER, p.15].

The SER mentions that the procedures for curriculum development were inspired both by the University of Prishtina "Hasan Prishtina" and the University of Grac, Austria [SER, p. 16]. The program was developed in respect of the Kosovarian legislation as well as the internal Status and Regulations of the Faculty of Islamic Studies, thus in correspondence with the National Qualifications Framework [SER, p.16]. However, no specific national or international experts in learning outcomes, course design or programme design could be mentioned as being consulted for revising the curriculum and the programmes' learning outcomes.

The program and the academic community – both teachers and students - follow the internal Status and Regulations of the Faculty of Islamic Studies which are revised annually [SER, p.16]. In addition, the Faculty is in the process of compiling the Code of Ethics and the draft regulation for scientific research activities. [SER, p.16]

The program has a strong didactic concept, as well as a well defined research objective to increase the capacity and create the framework for scientific research in the field of theological sciences [SER, p.15]. This latter one is reflected also in the curriculum – as the program includes a Research Methodology discipline in the 1st semester, while the second semester is dedicated to writing the diploma thesis – activity which uses the concepts and skills developed during the discipline from the 1st semester [SER, p. 30].

Standard	Compliance (yes/no/partially)
Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution	<i>partially</i>



<i>Standard 1.2. Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.</i>	<i>partially</i>
<i>Standard 1.3. The study program has a well-defined overarching didactic and research concept.</i>	<i>yes</i>
<i>Standard 1.4. There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.</i>	<i>yes</i>
<i>Standard 1.5. All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities</i>	<i>n.a.</i>
<i>Standard 1.6. All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances.</i>	<i>yes</i>

Compliance level: *Substantially compliant*

ET recommendations:

- 1. Continue the efforts of developing the Code of Ethics and the subsequent procedures for implementing it and checking that all members of the academic community are following it.*
- 2. Publish all the policies, guidelines and regulations.*



2.2. Quality management

The evaluated MA program is implementing the QA system and procedures of the faculty. The faculty has taken a number of measures to guarantee quality assurance. It has set up a sophisticated system that covers different areas of the faculty (SER, p.18). For this purpose, an independent geranium has been established. Essential processes and sub-processes of the quality management system are presented in a quality assurance guide (SER, p.18.). The aim is, on the one hand, to diagnose weaknesses in the system and, on the other hand, to develop proposals for solutions. It is reported that the study programme Islamic Theology in the European context has already been evaluated by students, graduates and academic staff and the results have been used to improve the study programme (SER, p.19.). The previous recommendations of the international experts were also taken into account in the evaluation.

In this context, it is important to demonstrate and continuously optimise the evaluation. This also includes presenting the evaluation process in detail and, above all, ensuring that the respondents remain anonymous and can freely express their opinions. It would also be helpful to externally evaluate the independent quality assurance body from time to time to ensure that the specified standards are being met. Since examples of the applied surveys/questionnaires were not provided to the ET in due time for this evaluation, it was difficult to appreciate if they cover all aspects of the higher education experience (teaching, learning, research, administrative services, learning resources etc.). Therefore, the ET recommends the faculty to double – check that all these aspects are interrogated through the QA instruments – especially ask students and teachers about the progress towards the intended learning outcomes.

Standard	Compliance (yes/no/parti ally)
Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	Yes
Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.	Yes



Standard 2.3. Quality assurance processes deal with all aspects of program planning and delivery , including services and resources provided by other parts of the institution.	Yes
Standard 2.4. Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.	Partially
Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.	Yes
Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.	No
Standard 2.7. Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.	Yes
Standard 2.8. The institution ensures that reports on the overall quality of the program are prepared periodically (eg. every three years) for consideration within the institution indicating its strengths and weaknesses.	Yes
Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.	Partially

Compliance level: Substantially compliant

ET recommendations:

1. *External evaluation of quality assurance management*
2. *Transparent presentation of the evaluation process*
3. *Further training for academic staff on the advantages of evaluation*

2.3. Academic staff

The Master's programme is supervised by a sufficient number of specialist staff. These have subject expertise in various areas of Islamic theology. Since almost all academic staff working in the Master's programme are also employed in the Bachelor's programme in Islamic theology, the comments made in the report on the Bachelor's programme some of the comments already made can also apply to the master program.. It should be emphasised that there is a need to

10



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

transparently explain the recruitment requirements, especially of professors. The ET recommends to consider publishing them on the website of the institution.

It is also important to explain how the title of professorship is awarded. Since many of the academic staff are trained in classical Islamic subjects, but the Master's programme includes subjects that focus particularly on the European context, further training in this area appears to be of enormous importance for the implementation of the study programme.

In addition, it is important to pay attention to the theological orientation of the academic staff. Reactionary theological approaches that regard theology as a closed science, concerned exclusively with the perpetuation of centuries-old knowledge, and are sceptical of innovative approaches, are to be avoided. In addition, it seems sensible to hire external lecturers and to increase diversity within the teaching staff and give space to different opinions.

Standard	Compliance (yes/no/parti- ally)
Standard 3.1. Candidates for employment are provided with full position descriptions and conditions of employment . To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.	<i>Partially</i>
Standard 3.2. The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.	<i>yes</i>
Standard 3.3. Academic staff do not cover , within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity.	<i>yes</i>
Standard 3.4. At least 50% of the academic staff in the study program are full time employees , and account for at least 50% of the classes of the study program.	<i>yes</i>
Standard 3.5. For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution	<i>yes</i>

11



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

Compliance level: Substantially compliant

ET recommendations:

1. *Develop more opportunities for further training for academic staff*
2. *Special consideration for theological orientation in recruitment*

2.4. Educational process content

The Master's programme in Islamic Theology with its focus on the European context is unique in this region. The programme focuses on the one hand on the history of Islamic ideas in Europe and on the other hand on interreligious dialogue, especially with Christianity and Judaism. Thus, it is very contextual and tries to reflect anew and further develop the authentic understanding of Islam that has developed in the Albanian context over the last centuries.

The programme is designed to enable students to work independently in a scholarly manner, always keeping interdisciplinarity, interculturality and interreligiosity in mind (SER, p. 27).



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

The programme, which lasts another year, has been adopted from European universities and adapted to the conditions in Kosovo (SER, p. 27).

In the Master's programme, too, all courses are offered in the same Shape. It would be helpful to distinguish between lectures and seminars. It would make sense to offer more seminars than lectures, as intersubjective cooperation is of particular relevance in Master's programmes. In addition to the changes in the course formats, examinations should also be adapted. More seminar papers should be required than exams. It would be important to develop a handout for the master's thesis. This would give students better orientation when writing their master's thesis and would inform them in good time how the master's thesis will be graded.

Standard	Compliance (yes/no/partially)
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.	yes
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.	yes
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	yes

13



and curricula delivered in the EHEA. To list at least 7 learning outcomes for the study program under evaluation.	
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	yes
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 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.	yes
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



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

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.	yes
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.	yes
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: Substantially compliant

ET recommendations:

15



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

1. *The separation of lectures and seminars*
2. Handout for the master's thesis

2.5. Students

The Islamic Theology MA program is a one-year study program, dedicated to potential students who have already graduated a four-year BA level study program encompassing 240 ECTS credits. The evaluated MA program consists of 60 ECTS and corresponds to the level 7 of qualification. The admission is organised according to the Masters' Degree Regulations and the national legislation. Students with a GPA during the BA level studies of 8 are automatically admitted, while those with a smaller GPA have to undertake an exam. English knowledge is recommended, besides the Arabic language [SER, p. 54].

Evaluation of students is organized according to the course syllabi and is announced by teachers in the beginning of the course. The results are all recorded 'in the grades certification' [SER, p. 54]. There are several examination types used by the teachers of the Islamic Theology MA program. They include intermediate evaluations (exams at the middle of the course). These are seen as feedback offered to students regarding their progress in raport with the preset learning outcomes. However, it is not clear whether there are some other mechanisms - besides grading - that help students overcome their lacks / minuses identified through the middle-term examination.

Observation: the ET learnt from the online site visit that attendance during the 1st semester of the MA program is mandatory and that it is graded - points are allocated for a maximum attendance, which a student loses if they miss a class. The general international practice is that the examinations - and correspondingly the grades/points allocated - are in direct link with the preset learning outcomes. Therefore, if attendance is not a skill that students are expected to develop during their MA studies, attendance should not be granted points. The FSI could consider this issue for the future.

Both the SER and the online site visit confirmed that 'Flexibility is shown to students in special situations' [SER, p. 54].



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

The MA program enrolls now approximately 15 students and the faculty intends to increase this number to 30. These numbers are small enough that all the students represent one single study group that ensures effective and interactive teaching-learning process.

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

17



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

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
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Compliance level: Substantially compliant

ET recommendations:

- 1. Develop some support mechanisms for students in the risk of failing, but also for all students to help them progress towards the learning outcomes.*
- 2. Develop the teachers' capacity to design exams in close connection with the preset learning outcomes (through continuous education / opportunities for further professional development, as also mentioned in the previous section 2.4)*
- 3. Clarify the admission procedures and publish on the website – 6 months in advance of the admission – the bibliography for the entrance exam.*
- 4. Publish on the website of the institution the list of rights and responsibilities of the students.*

2.6. Research

The research achievements of the academic staff are one of the few weak points. Although the self-evaluation report contains a table with information on the conferences, seminars, symposia attended and the books and journal articles published, it is not possible to check the quality of these contributions because biographical information is missing. Important information is missing that would enable an objective judgement to be made. This includes information about the title, the content, length of the contribution, place and year of publication, language of the publications and name of the journal or publisher.

In addition, there are very few projects that are financed by third-party funding. Publications are often financed by the faculty itself, which also provides only modest funds. It is important to make academic staff aware of third-party funded projects through training events; to train them in how to acquire them. At the same time, they should be encouraged to enter into international collaborations and to publish jointly with foreign women scientists.

18



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

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 Faculty of Islamic Studies owns its infrastructure - spaces that are clean, proper and well-equipped for their purpose: of ensuring a qualitative teaching-learning process and research related activities. The infrastructure follows the national requirements regarding safety and cleanness.

‘The Faculty of Islamic Studies has a total of 6 lecture halls. 5 halls are for BA level and 1 hall for MA level.’ [additional documents] The total number of seats for MA level is: 34 seats - which covers the needs of the . Meanwhile, the conference room, which is used for the two levels, has a total of 180 seats. This will be enough for the students that will be enrolled by the MA study program and are adequately reported to the student group sizes.

At this moment the program benefits of sufficient resources - human, material and financial - for conducting the Islamic Theology MA program. The ET recommends the FSI to continue



to monitor and evaluate the needs of the program and to direct resources towards meeting the future needs of programme in terms of infrastructure and equipment.

The financial sustainability of the program is guaranteed by the Islamic Council [according to the discussions during the online site-visit].

At the moment of the evaluation, the ET was not provided enough information to evaluate the capacity of the library in report with the intended number of enrolled students. However, both students and academic staff mentioned during the online site visit that they are satisfied with the libraries' resources. Even though the library does not have enough copies of the books included in the bibliography of the program to cover the needs of the students, they did not complain about the situation as they managed to get the learning materials from other sources: their teachers of buying them.

The FSI should continue its efforts in ensuring that the infrastructure and learning resources are accessible to all potential students, including those with motor disabilities or other impairments (e.g. vision or hearing impairments).

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: 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;	Yes



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.	
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.	Yes
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.	Partially
Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.	Partially

Compliance level: Fully compliant

ET recommendations:

- 1. Continue efforts to make the infrastructure accessible to students with potential motor, vision or hearing impairments;*
- 2. Monitor and evaluate constantly the needs of the study program in terms of infrastructure and equipment and address these needs.*



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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	Substantially compliant
5. Students	Substantially compliant
6. Research	Partially compliant
7. Infrastructure and resources	Fully compliant
Overall compliance level	Substantially compliant

In conclusion, the Expert Team considers that the study program MA 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 30 students to be enrolled in the program.

1. APPENDICES (if available) - n.a.

Expert Team

Chair

(Signature)

Dr. Zekirija Sejdini

(Print Name)

16.06.2022

(Date)

Member

(Signature)

Delia Lupescu (ex. Gologan)

(Print Name)

16.06.2022

(Date)

23