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UNIVERSITY OF PRISHTINA
Master “Physical Education and Sports”

RE-ACCREDITATION

REPORT OF THE EXPERT TEAM



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1. INTRODUCTION

1.1. Context

Date of (online) meetings: 28th February 2022

Expert Team

- Dr. Chris Richter
- Jadranka Pelikan, PhD Candidate

Coordinators of KAA

- Arianit Krasniqi, Senior Officer for Evaluation and Accreditation
- Flamur Abazaj, Senior Officer for Evaluation and Monitoring

Sources of information for the Report:

- SER
- Interviews
- Supporting documents (CVs and curriculum)
- Internet sources:
 - <https://www.uni-pr.edu/> (accessed 14 March 2022)
 - https://shkencapoitilke-unipr.academia.edu/Departments/Faculty_of_Physical_Education_and_Sport/Document_s (accessed 14 March 2022)
 - <https://feffs.uni-pr.edu/page.aspx?id=1,6,71> (accessed 14 March 2022)
 - <https://m.facebook.com/upisconference/> (accessed 14 March 2022)

Requested documents:

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- Regulation on Quality Assurance and evaluation
- Quality Assurance manual
- Quality Assurance Report for the study programme/annual
- Student electronic management system – link and/or the document
- Discipline measures for breaking the regulations
- Student rights and obligations policy
- Student transfer regulation and mobility policy
- Policies/regulation for research and education titles promotion
- Student practice manual or policy
- Student training exercised manual or policy
- Research objectives, research plan of the academic staff for 2021/2022 academic year
- Example of MSc thesis (in Albanian language)
- Minutes from the meetings introducing changes in the study programme according to the SER
- Focus group report (according to point 3.7 of the SER) or the minutes
- Strategic plan of the faculty
- Video about the facility
- List with the names of the attendees during the meetings
- Example of the questionnaire and findings of the latest questionnaire for academic staff
- Example of the questionnaire and findings of the latest questionnaire for administrative staff
- Example of the questionnaire and findings of the latest questionnaires for student
- List of all attended (attendee, date and topic) workshops
- Summaries of literature (papers, books, PowerPoints, video recordings, and so on) sent to the students (according to 3.9. of the SER) the teaching staff for each course.
- Additional material the professor provides, which is optional but advised, to all students who need it, and it is distributed to them via email.
- List with the funds for research initiatives from your variety of sources, either directly or through applications for various international and local grants.
- List with current formal collaboration with specialists and researchers.
- List of all publications in MLA format - example:
Ahmadi, Amin, et al. "Toward automatic activity classification and movement assessment during a sports training session." IEEE Internet of Things Journal 2.1 (2014): 23-32.
- Proceedings of the last conference

Received documents:

- 1. Regulation on Quality Assurance and Evaluation at the University of Prishtina.pdf
- 2 .Quality Assurance manual.pdf
- 2.1. A short guide for reviewing and revising syllabi.pdf
- 2.2. ADO plan of activities for 2020-2022 ..pdf

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- 3. Quality Assurance Report for the study programme annual (2).pdf
- 4. Regulation on SEMS.pdf
- 4.1. Student electronic management system – link and or the document.pdf
- 4.2. Student electronic management system – link and/or the document.pdf
- 5 .Discipline measures for breaking the regulations.pdf
- 6. Student rights and obligations policy.pdf
- 7. Student transfer regulation and mobility policy.pdf
- 8. Policies regulation for research and education titles promotion.pdf
- 9. Student practice manual or policy.pdf
- 10. Student training exercised manual or policy (Statut).pdf
- 10.1 Example Student practice manual or policy.pdf
- 11. Research objectives, research plan of the academic staff for 2021/2022 academic year.pdf
- 12. Example of MSc thesis (in Albanian language).pdf
- 12.1. Regulation of Master Studies.pdf
- 12.2 Example of MSc thesis (in Albanian language).pdf
- 13. Minutes from the meetings introducing changes in the study programme according to the SER.pdf
- 14. Focus group report (according to point 3.7 of the SER) or the minutes.pdf
- 15. Strategic plan of the faculty.pdf
- 15.1. Strategic Plan of the University 2020-2022.pdf
- 16. Video about the facility, included link to download.txt
- 17. The List with the names of the attendees during the meetings.pdf
- 18. Example of the questionnaire and findings of the latest questionnaire for academic staff.pdf
- 18.1 Example of the questionnaire and findings of the latest questionnaire for academic staff.pdf
- 18.2. Example of the questionnaire and findings of the latest questionnaires for academic staff.pdf
- 19. Example of the questionnaire and findings of the latest questionnaires for administrative staff.pdf
- 19.1. Statistical example of the questionnaire and findings of the latest questionnaires for administrative staff.pdf
- 20. Example of the questionnaire and findings of the latest questionnaires for student.pdf



- 20.1. Example of the questionnaire and findings of the latest questionnaires for student.pdf
- 21. List of all attended (attendee, date and topic) workshops, including those offered by the Centre for Excellence in Teaching-.pdf
- 22. The summaries of literature (papers, books, PowerPoints, video recordings, and so on) sent to the students (according to 3.9. of the SER) the teaching staff for each course.rar
- 22.1. Summaries of literature (papers, books, PowerPoints, video recordings, and so on).pdf
- 23. Additional material the professor provides, which is optional but advised, to all students who need it, and it is distributed to them via email..pdf
- 24. List with the funds for research initiatives from your variety of sources.pdf
- 24.1. Example of List with the funds for research initiatives from your variety of sources, either directly or through applications for various international and local grants..pdf
- 25. Collaboration with specialists and researchers from the world's most eminent universities.pdf
- 26. List of all publications in MLA format.pdf
- 27. Proceedings of the last conference..pdf
- 27.1 Proceedings of the last conference..pdf
- 28. Other relevant doc .University of Prishtina Student Handbook - Yearbook.pdf
- 29. Other relevant doc National_qualification_framework_handbook_2020.pdf
- 30. Other relevant doc. Regulation on selection procedures regarding appointment, reappointment and advancement of the academic staff.pdf

1.2. Site visit schedule (Online)

Site Visit Program

09.00 – 09.45 Meeting with the management of the faculty where the programme is integrated
(no slide presentation is allowed; the meeting is intended as a free discussion)

09.50 – 10:35 Meeting with quality assurance representatives and administrative staff

10:40 – 11:40 Meeting with the heads of the study programme: (Hasim Rushiti, Malsor Gjonbalaj, Afrim Koca)



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11:15 – 12:25	Lunch break
12:25 – 13:10	Meeting with teaching staff
13:15 – 14:00	Meeting with students
14:05 – 14:50	Meeting with graduates
14:55 – 15:40	Meeting with employers of graduates and external stakeholders
15:40 – 15:50	Internal meeting of KAA staff and experts
15:50 – 16:00	Closing meeting with the management of the faculty and program

A brief overview of the institution and program under evaluation

The Faculty of Physical Education and Sport in Pristina started to operate in the academic year 1979/1980 as an institution mainly aiming to educate physical education teachers. After the Milosevic regime the university was reorganised in 2001 and offers new curricula based on the Bologna Declaration. The Faculty of Physical Culture and Sport started with a Bachelor (3-year) and a Master programme (2-year). In 2008, the Bachelor program was changed to a 4-year degree and the name of the faculty became “Faculty of Sport Sciences” aiming to extend its employability possibilities for its graduates. Despite these changes, most students were still employed as physical education teachers in lower and upper secondary school levels. Consequently, the faculty decided again for a revision of its name, changing it to “Faculty of Physical Education and Sports”. Based on current law the Faculty of Physical Education and Sports represents the only public institution for higher education in Kosovo. Since the beginning the faculty has offered several degrees in Physical Education. Today, it’s structured into a 4-year BA program and a 2-year Master Program. The to be accredited 2-year Master program aims to provide the graduates with the necessary skills and competences to become physical education teachers, sport trainers and community leaders in the promotion of healthy, active lifestyles with a sound practical and theoretical background of physical fitness and movement skills. The Master “Physical Education and Sports” programme has been accredited for three years by Kosovo Accreditation Agency (KAA) in 2016 and due to administrative issues at the Kosovo Accreditation Agency the accreditation was extended for one year, until 2020. In 2021 the Master “Physical Education and Sports” lost its accreditation and is due for an evaluation in 2022.



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In addition to the accredited program, the faculty also offers a 1-year vocational oriented Master in Sport Coaching (since 2016), which was accredited in 2021.

Mission of the Study Programme

The MA in Physical Education and Sports is designed to deliver various competencies and skills needed to work in the field of Physical Education and Sport Science. The program is divided into four semesters (120 ECTS), with each semester containing 30 ECTS, combining mandatory and elective courses. The students that complete the degree must finish all required examinations and must defend a thesis project.

The MA builds on the BA programme in Sport Science and Physical Education and prepares the student to become a physical education teacher, sport trainers or worker in the promotion of healthy, active lifestyles.

The programme mixes practical and theoretical content and tries to cover a wide range of disciplines across natural and social sciences and humanities. The content of the program should provide graduates to promote health and wellness, while preparing them to be physical education teachers or workers in the fitness, wellness and coaching area.

The mission of the program is to "expand our teaching, learning and research activities (all 3 academic cycles; Bachelor, Master and PhD programmes according to guidelines of the European Higher Education Area) helping our students to acquire complex knowledge, competences and skills which increase their competitiveness on the regional and international job market (both in the area of Physical Education and other areas of Sport Science)" (see strategic plan page 12).

Programme Structure

During the 1st and 2nd semester the student must attend the following classes:

Academic Writing (English), Research Methods in Physical Education and Sport, Exercise Testing and Prescription, Advanced Sport and Exercise Physiology, Advanced Course in Biomechanics, Teaching children and adolescent's physical education, sport and health

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concepts, Psychosocial Aspects in physical education and Sports, Advanced Course in Theory and methodology of Training (56 ECTS)

and can chose two of the following classes:

Legal Issues in Physical Education and Sports, Physical Education, Sport and Coaching Psychology, Applied body composition assessment, Teaching and Coaching Individual Sports, Teaching PE and Sport in Preschool and Elementary Level, Teaching and Coaching Ball Games (4 ECTS).

During the 3rd and 4th semester the student must complete a bachelor thesis (30 ECTS), has to attend the following classes:

Social Issues in Sport and Physical Education, The Concept and Methodology in Planning and Programming Physical Education and Sport, Healthy Ageing and the Older Athlete, Health, Wellbeing and Recreation Administration, Nutrition for Sport, Health and Wellbeing (26 ECTS)

and can chose one of the following classes:

Strategies for Inclusion in Sport, Leadership and Management in Health, Physical Education and Sports (4 ECTS).



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2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

Based on the Self-Evaluation Report (SER), the Faculty of Physical Education and Sports (FPES) aspires to become an academic institution that provides education like European Universities and can be a serious competitor in the academic market by growing and enhancing academic staff capability. The aim of the master's programme is to prepare teachers that received quality education, can conduct research, and are prepared with the best professional and ethical values in physical education and sports. As such the Standard 1.1. (The study program mission is in compliance with the overall mission statement of the institution) can be considered somewhat meet.

Based on the conducted interviews the evaluators' feel that the FPES has considered academic and professional advice in defining the learning outcomes of the evaluated program (Standard 1.2). However, it should be noted that this is not evident in the corresponding section in the SER.

In respect to the didactic and research concept of the program (Standard 1.3), the answers to the question in the conducted interview have been general and not very specific. This is mirrored in the syllabus. Here for every module the teaching and learning methods are described as "Lectures, exercises, individual work, assignments, colloquium, group work, etc." The same applied to the section: Assessment Form. Here the assessment is identical for all courses, with only the research thesis diverting from the other courses. Further, the research concept of the faculty is not well defined. This is evident by the submitted SER and confirmed by the conducted interviews. There is no clear 5-year plan and the provided document regarding research activities (04-Annex-Work and Scientific Projects.docx) lags specific, well defined, aims / landmarks of the planned research topics.

In respect to policies, guidelines and regulations (Standard 1.4 and 1.5), the SER state clearly that formal policies, as well as on a set of guidelines and regulations that regulate the functioning of the program, that they are public and that all staff and students comply with the regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.

In respect to 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.), the SER and conducted interviews state that the program head and the Student Council, monitor the implementation of the programmes, and at each academic year's end and that they recommend the necessary changes. However, considering that recommendations from last year remain (no English web page, which was stated to be done within 2 months of the last evaluation, no clearly defined research plan) the evaluating team cannot be sure about amendments are made if required.

	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.	x	
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.	x	
Standard 1.3. The study program has a well-defined overarching didactic and research concept.		x
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.	x	
Standard 1.5. All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.	x	
Standard 1.6. All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances.	x	

Compliance level: Substantially compliant

ET recommendations:

- A clear research plan is needed to be developed. Each department should state a clear research focus, questions that are tackled and what data will be used / captured to answer these questions. Clear milestones should be defined - e.g., set up clear performance indicators.



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- The faculty should develop a CPD plan for the young generation of teachers / researchers. Additionally, more stable contracts should be introduced to allow currently “short term” employees the start developing into professors with an international reputation.



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2.2. Quality management

The answers to questions that have been asked during the online meetings in respect to quality management and assurance were somewhat disappointing. No clear answers could be given in respect to the increase of the number of students (SER proposed an increase from 50 to 70 students), a clearer research pathway was described, low participation of staff members in continuous development classes was described and questions regarding common complaints were answered with: “there are no complaints”.

In respect to the evaluation of staff and processes (Standard 2.1; 2.2), there is sufficient evidence of a self-evaluation process. Based on the SER, a coordinator advises, plans, and monitors the evaluation process of courses and teaching, as well as monitors internal quality evaluation in cooperation with the management of the academic unit. He further monitors the involvement of all stakeholders (academic staff, students, businesses, or members of the advisory board) when designing / reviewing the study program. Based on the SER, the evaluation for the program is based on information in respect to the quality of teaching and learning, scientific activities, international cooperation, graduates’ views on the quality of studies, employers’ views on the quality of graduates, the quality of services for students, and the quality of organisational culture and management. Outcomes of each evaluation process are discussed, and it is attempted to address problems identified. However, based on the conducted interviews no clear examples could be given of improvements made (hence if Standard 2.2 is met is not fully clear). With the content given in the additional requested documents (meeting minutes available in Albanian only), the expert team *believes* that there is some evidence and that improvements have been made.

Based on the SER and the conducted interviews, there is clear evidence that quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution via a questionnaire for academic staff, a questionnaire for administrative and support staff and a questionnaire for students (Standard 2.3, 2.6).

The conducted surveys should evaluate the quality of the program and should provide an overview of quality issues for the overall program, with particular attention given to learning outcomes for students. However, during the online conducted interviews, the question on how the results are used for the development of the quality of each of the areas was discussed. It would have been interesting also to gather insights into the overall results from all these different quality assurance instruments, but the SER does not say anything about it and there was no clear



answer about the response rates during the online workshop either (Standard 2.7). Additional documents were provided but could not be included into the evaluations team assessment as they are in Albanian. Consequently, the transparency of these results is lacking. However, during the interviews the evaluation team had a sense of some feedback interaction between the teaching staff and the Management of the Faculty.

In respect to Standard 2.5 (Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance), this cannot be confirmed as previous recommendation where neither implemented nor was there a plan in place to address them or any limitations mentioned that should be addressed during the interviews. A comprehensive assessment of a program takes place regularly in accordance with the Kosovo Accreditation Agency (KAA). Policies and procedures for carrying out this assessment are published and as such, the institution ensures that reports on the overall quality of the program are prepared periodically for consideration within the institution indicating its strengths and weaknesses and that the quality assurance arrangements for the program are themselves regularly evaluated and improved (Standard 2.8 and 2.9).

	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	x	
Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.	x	
Standard 2.3. Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.	x	
Standard 2.4. Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.		x
Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.		x
Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.		x
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.	x	



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Standard 2.8. The institution ensures that reports on the overall quality of the program are prepared periodically (e.g., every three years) for consideration within the institution indicating its strengths and weaknesses.	x	
Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.	x	

Compliance level: Partially compliant

ET recommendations:

- Publication of evaluation results from every survey. Summary of these results for the public. Make clear what changes have been brought about by evaluation results.
- To avoid negative gradings in standards that are regarding improvements, start recording improvements made. This should be done in respect to the programs and the faculty as evaluation teams are not able to confirm claims you make in the SER without spending significant effort or being pushed to extreme goodwill.



2.3. Academic staff

From the conducted interviews and the SER it is evident that academic staff at the FPES is able to deliver level student learning experience through inclusive, relevant programmes and curricula while being professional and collaborative. This in turn fosters students' ability to advance their competences to develop individual careers in the field of sport, physical activity, and education. The SER outlines that the faculty has 18 full time and 17 part time members (Standard 3.4; 3.5; 3.7 and 3.9).

In respect to Standard 3.1. the SER reports clearly full and part time staff. However, some of the full-time staff members have a workload of 80 hours and some of the part time staff (6 of 17) are reported to work 40 hours. This was not questioned in the conducted interviews.

In respect to Standard 3.2. the SER reports: "The teaching staff proposed for the programme under evaluation has been selected as regular staff of the University of Prishtina, Hasan Prishtina, in full compliance with the regulations in force in the re-election period. They meet the criteria for the positions they hold based on articles of the Statute of the University of Prishtina and the Administrative Instruction. Furthermore, the same engagement criteria will be followed when electing short-term employees and regular staff from other academic units of the University of Prishtina, Hasan Prishtina, based on the legal foundation and the needs of the department/programme."

In the conducted interviews, the evaluators could not find any evidence that the academic staff does cover more than two teaching positions within an educational institution, while within the SER there is questionable information regarding the workload of staff members (FT with \geq 50 hours and PT = 40 hours; Standard 3.3).

In respect to additional professional development of teaching staff (Standard 3.6), while the FPES is offering financial support for all academic staff who will participate with their own research in conferences and who will actively publish in international, national, or regional journals, little opportunities are provided in respect to continuous professional development. This was evident in the conducted interviews and the SER - as it is only assumed that the student will enter difficult times: "Academic staff collaborate closely with other FPES-engaged staff to help and support students overcome difficulties." This is particularly evident by the short employment of part time staff members.

In respect to staff evaluations (Standard 3.8), surveys are conducted at the end of each semester and the work of the academic staff is evaluated from a self and students' perspective.



The evaluation team cannot recall any evidence for peer or superiors' evaluations nor is there any in the SER. This is also the case for public results of the evaluation.

	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
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>x</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>x</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>x</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>x</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 has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.	<i>x</i>	
Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.		<i>x</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>x</i>	
Standard 3.8. Academic staff evaluation is conducted regularly at least through self- evaluation, students, peer and superiors' evaluations, and occurs on a formal basis at least once each year. The results of the evaluation are made publicly available.		<i>x</i>
Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.	<i>x</i>	
Standard 3.10. Teachers who retire at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	<i>x</i>	



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Compliance level: Substantially Compliant

ET recommendations:

- Make use of the young generation of enthusiastic teachers/researchers and promote them to become professors with international reputation. Provide full-time positions for these well qualified staff members.
- The FPES should recognise that teaching observations should be carried out throughout the academic year on a multiple basis to obtain a full picture on staff performance.
- Nominate staff who can take lead on developing manuals / teaching resources for Blended Learning Models in the light of current challenges and transition to online learning.
- Start introducing programmes (e.g., psychological support, childcare etc.) for staff members who are facing difficulties.



2.4 Educational process content

The study program is modelled on clear objectives and the developed schedule incorporates subject related as well as interdisciplinary aspects that include / foster an interactive student-teacher relationship (Standard 4.1; 4.2; 4.6, 4.8). This should lead to the development of the skills needed to design, develop, or teach PE in a school setting, coach teams or work in an industry setting that requires an education in sport science.

The classes have a logical flow and support the development of a knowledge based in respect to physical education, teaching, exercise and physical activity outside the school setting and physical activity and health (Standard 4.3). Further, the practical sessions within the program will help the students to learn how to plan, organise, lead, and lead physical activity and physical fitness courses, to promote health related physical activities and to manage and organise PE classes.

The syllabuses attached to the SER, clearly describe the objectives of the class, the basic thematic content, the learning outcomes, the assessment system, and a selection of bibliography (Standard 4.4; 4.7, 4.11). While policies and procedures are in place that describe mechanisms in case of inadequate or inconsistently assessed (Standard 4.10), no mechanisms are in place to ensure fair grading (e.g., random peer review; Standard 4.9). Teaching strategies across the classes include different types of learning that are appropriate for the program. Practice sessions are included in the study program and the intended learning outcomes are clearly specified in the syllabuses.

While the submitted documents in the SER were in English, most classes are taught in Albanian (Standard 4.5), which presents a limitation for exchange programmes. Of the interviewed students, 2 out of 5 were not comfortable speaking English and most of the interviewed staff members could speak English sufficiently, while some could not communicate without a translator. However, the evaluation team did only meet a small selection of staff members and consequently cannot comment on the English level of the staff members. Based on the conducted interviews, the relationship between students and teachers was good and the students reported to be supplied with help whenever they needed it and information about career development (Standard 4.6).

No plagiarism software is used by the faculty and as such the standards of an actual student achievement / performance a written test might be misjudged.



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	Compliance	
	Yes	No
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.	x	
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.	x	
Standard 4.3. The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.	x	
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.	x	
Standard 4.5. If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.	n.a.	
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.	x	
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.	x	



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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.	x	
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.		x
Standard 4.10. Policies and procedures include actions to be taken into dealing with situations where standards of student achievement are inadequate or inconsistently assessed.	x	
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 ECTS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.	x	
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.	x	

Compliance level: Substantially compliant

ET recommendations:

- Staff members should be encouraged to teach in English / take English classes.
- Plagiarism software should be implemented.
- Improve our writing of the SER. There is no record of any evidence that supports Standard 4.9 except for empty claims. Be specific and give clear examples / statements why your program is comparable to other institutions.



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2.5 Students

The Faculty of Physical Education and Sports at the University of Prishtina has adopted the University's regulation regarding the student admission, for both levels BA and MA. The Regulation for Master Scientific Studies (2019) clearly defines "... the unique criteria for the organisation and types of studies, the conditions of enrolment in studies, the conditions of enrolment of the year, the duration of studies, the change of the study program, the work of the master's degree, defence procedure and other important issues for master studies at the University of Prishtina hereinafter UP in Prishtina". The study programmes are compliant to the Bologna Charter and are obliged to meet the requirements and criteria of KAA for accreditation or reaccreditation of study programs as well as other requirements for accredited programs. Information on the admission criteria is publicly available on the University of Prishtina web page and in media as well, once per year (August – September). Article 3 of the Regulation states that all the candidates in the master level studies have the right to apply who have completed the basic studies (bachelor) with credit 240 ECTS (four years of study) for master studies with 60 ECTS or 180 ECTS (three years of study) for studies master with 120 ECTS. Candidates who have completed basic studies abroad, whose diplomas are recognized (equally valued - calculated) by the Ministry of Education, Science and Technology, have the right to apply for master studies, according to the law and regulations in force. The selection of candidates is done according to publicly announced criteria. The registration fee is currently suspended due to the COVID-19 pandemic situation. The SER states that applicants are obliged to participate in an entrance examination test which consists of physical education and sports questions. The test also includes questions that assess students' English proficiency.

The interviewees highlighted that the study programme has a long history with a good reputation among the local population and professional circles, and there is a large demand for admission at the MA level. The study programme accommodated up to 50 students in the 1st year of the MA programme based on the results of the exam test and other achievements according to the selected criteria. The dropout and/or passive student numbers are rather high (> 20 % in the academic year 2020/2021).

In respect to the selection / quality of students, the interviewees mentioned that there is a significant number of professional and/or semi-professional sport players from different sports and/or sports journalists enrolled in this study programme. In respect to gender balance, the SER presented the table of graduates showing that in the academic year 2020/2021 there was almost a balance between male and female students, while in previous years that was not the case.



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The SER doesn't provide answers about the size and quality of the studying groups, yet it states that the lectures and activities at the FPES are participatory and interactive, and the academic staff uses a variety of instructional methods to ensure quality learning. The interviewees confirmed that the size of the student groups is satisfactory and that they can accommodate more of them.

The SER states that the students' academic achievement is evaluated in a variety of ways, including systematic, formative, and summative evaluation. The students' performance and results of the assessments are almost immediately available. The assistance mechanism consists of consultations, individual and group ones, in person when possible or online during the COVID-19 pandemic.

According to the Regulation at the University level, all records are archived and available upon request. The individual results are recorded and available to the student and potential employers in the Diploma Supplement.

Students who are in a delay with their obligations and exams can apply for an additional exam term according to the UP Regulation. Students facing difficulties have mechanisms available to solve or mitigate them during the academic year. The possibilities are complaints and/or appeals to the student council, consultations with the professors and through the student support office.

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) has not been met entirely. Records of the students' performance for all courses are kept at the Student Office as a whole. The performance has not been included in quality indicators due to the University Quality Assurance regulation (Article 11) which defines parameters to evaluate such as: quality of teaching and learning; quality of scientific activity; international cooperation; graduates' perceptions of study quality; employers' perceptions of the quality of graduates; quality of student affairs services; quality of organisational culture and management.

Regarding possibilities of plagiarism among students and their work, the FPES seeks to prevent it. The faculty has established an evaluation committee for professional and methodological guides, which consists of three members. They work with students and advise them on the merits of authentic and original work. During the interviews it was mentioned that every master thesis is publicly available on the University web page and that is a step closer to plagiarism prevention. Article 44 of the Regulation on SEMS supports this statement. Although the University supports the anti-plagiarism practice in the ADO 2020-2022 through the measure



of increasing academic integrity, with a budget of 30,000 euro envisaged for software application and implementation for papers written in the Albanian language, since June 2020, there is no evidence of its actual implementation. In March 2021, the University adopted the Regulation on the procedure and disciplinary phases against students' misbehaviour that is, among other things, the ground for the plagiarism monitoring and prevention (Standard 5.8).

The interviewees claimed that the faculty and the graduates are in contact through cooperation in a variety of sport activities, very often through internships and student practice.

The Statute of the University of Prishtina (Article 145) clearly defines student rights and obligations. The document is publicly available. The SER highlights that at the beginning of the new academic year students participate at the welcome session where the syllabi, the learning outcomes and the students' rights are presented.

Regarding student mobility, the University Regulation on the student transfer and mobility in the University of Hasan Prishtina (2017) clearly describes available possibilities and procedures.

	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
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.	<i>x</i>	
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.	<i>x</i>	
Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.	<i>x</i>	
Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	<i>x</i>	
Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.	<i>x</i>	
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.	<i>x</i>	
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.		<i>x</i>



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Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.		x
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.	x	
Standard 5.10. The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.	x	
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.	x	

Compliance level: Substantially compliant

ET recommendations:

- The dropout/passive student number is rather high. To decrease this occurrence, the faculty should develop and implement activities leading to a higher rate of active students and graduates.
- Students don't have feedback on their comments in the student survey. The faculty should take the responsibility for disseminating the questionnaire results with the suggestions for the improvement.
- Make all MA thesis publicly available so that future work can be checked against past work. While there was evidence of the FPES to try to control for plagiarism, it cannot be assumed that a human check is as valid as an automated check - especially with staff leaving and new staff being hired.



2.6 Research

The SER states for Standard 6.1. that:

“FPES adopts a scientific research strategy that establishes goals and scientific objectives that are primarily focused on. Thus, it aims at:

- 1) Increasing and advancing the outcomes of scientific research.
- 2) Increasing the contribution of scientific research to the sports community.
- 3) Improving and strengthening the research quality of the FPES.”

The Strategic plan of the FPES 2018 – 2022 defines strategies for goals achievement, yet there are no measurable indicators that allow monitoring of improvements. The additional documentation contains the research plan with specified indicators, target value indicators not set.

Regarding Standard 6.2. “Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria”, the SER nor the interviews provided sufficient evidence meeting this standard. The University has developed the regulations for founding research – scientific, artistic and sports activities at the University of Prishtina (2020) and selection procedures regarding appointment, reappointment, and advancement of the academic staff at the University of Prishtina (2019). The academic staff at the study programme should apply the mentioned regulations on a more specific level.

As for 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.” Scientific validation has not been proved entirely. The indicators of the scientific production presented in Standard 6.7. are not met. There are 18 CVs belonging to the full-time staff and 16 to part-time staff. By searching SCOPUS base, there are 18 of them listed, while others publish papers in journals outside of Group 1 and Group 2 [according to the Regulation for founding research – scientific, artistic and sports activities at the University of Prishtina (2020)]. Several CVs are not available in the English language. This standard should be compliant with the demands of Group 1 and Group 2 journals.



	<i>Compliance</i>	
	<i>Yes</i>	<i>No</i>
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.		x
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.		x
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.	x	
Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.	x	
Standard 6.5. The academic and research staff publish their work in specialty magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.	x	
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.		x
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.		x
Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.	x	
Standard 6.9. Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.	x	
Standard 6.10. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	x	
Standard 6.11. Students are engaged in research projects and other activities.	x	

Compliance level: Partially compliant



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ET recommendations:

- Search for additional funds to finance research activities.
- Improve paper-writing and grant-writing to increase the level of publication.
- Set up clear target indicators on the individual level for the academic staff per academic year, example (note it is not necessary to push staff to publish. It is important to demonstrate progress):
 - publication of at least **x** papers in Group 2, participation with presentation on at least **x** conferences, publishing at least **x** books and similar.
 - data collection to be done on **X** samples by ...
 - data analysis being done by



2.7 Infrastructure and resources

The SER states that the FPES occupies 2214 m² with four classrooms, one IT room, 15 professor cabinets, and other ancillary facilities such as:

- Three sports halls (FPES Gym, 1 October Gym, Palace of Youth and Sports [used by agreement]);
- A well-completed gym for the fitness course;
- Gymnastics and Martial Arts Gym that meets all industry standards;
- Outdoor training area for a variety of sports, such as tennis, football, basketball, handball, volleyball, beach volleyball, and so on;
- 2 semi-Olympic swimming pools (used by agreement);
- Ski terrain and outdoor activities (used by agreement).

The SER additionally points out that for the research activities conducted or planned there is a need for additional premises within the university. The faculty requested the construction of an annex adjacent to the current facility that would meet all requirements. There are, according to the FPES SER, a wide range of valuable devices that can be used to conduct research in the fields of physical education and sports after the premises construction. Currently, the Faculty uses the Institute of Sports Medicine facility, which is located close to campus, as per the negotiated agreement. This lack of infrastructure poses a threat in the loss of student interest and incapability to further develop their programmes including a PhD program. The expert team is convinced that lack of infrastructure is one of the greatest weaknesses of the faculty and this study programme and that the construction of new/additional facilities will improve the quality of studying at the FPES. The expert team hopes that the faculty will be able to improve this condition by the next reaccreditation.

Faculty is supported directly by the University of Pristina at the central level. The interviewees stressed out that the financial allocation to the faculty is quite poor.

	Compliance	
	Yes	No
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.		x



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.	x	
Standard 7.3. The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years: a) owned or rented spaces adequate for the educational process. b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities. c) adequate software for the disciplines of study included in the curriculum, with utilisation licence. d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.	x	
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.	x	
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.	x	
Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.		x

Compliance level: Partially compliant

ET recommendations:



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- Search for additional funds to finance infrastructure and equipment.
- Improve the infrastructure by the next reaccreditation.
- The faculty facilities (existing ones) should be compliant with the national legislation regarding the access to students with special needs.



3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

The evaluation team would like to commend the program development team for their proactive engagement during the accreditation event. Having considered the documentation provided and discussed it with the program development team, the Re- accreditation evaluation team recommends the following:

Standard	Compliance Level
Mission, objectives and administration	substantially compliant
Quality management	partially compliant
Academic Staff	substantially compliant
Educational Process Content	substantially compliant
Students	substantially complaint
Research	partially complaint
Infrastructure and resources	partially compliant
Overall Compliance	substantially complaint

The overall compliance is assessed by the experts at the level of substantially compliant. The following recommendations need to be considered in relation to programmes re-accreditation / future accreditations:

1. Several **grammatical, spelling and formatting errors** have been recorded across all sections of the self-evaluation report; this often decreases the understanding and could raise further questions. It is important for the institution to verify that the SERs are complete and presented in a professional manner. Furthermore, the information provided should be connected to the standards of the KAA guidelines and respective standards.



2. When writing the SER **be specific** and provide examples rather than **empty phrases**. During the evaluation the **evaluation team had to dig to find the information** needed to conclude that a criterion is met. Here you should note that if we would not have done this, the sections (Mission, objectives and administration, Academic staff) could have easily scored one “met criteria” less and the overall judgement would have been partially compliant!
3. During the interviews **do not trust your monopoly position** to convince the evaluation team to pass an accreditation. While we are aware that only graduates from public universities can generate teachers for public schools, it is our job to evaluate the systems you have in place. Any accreditation team will and should not be impressed by your emotional implications of repeating phrases like: “without this program” or selected graduates that tell the evaluators the pass evaluation has shattered their dreams.
4. In your SER page 97 you have a section: “RECENT EVOLUTION AND DEVELOPMENTS RECORDED SINCE THE PREVIOUS EVALUATION (if applicable)”. Please note that this does not reflect the most recent evaluation done in 2021. Since the recommendations of the last meetings seem to not have been heard we decided to state some of the recommendations of the previous evaluation again.
 - a. With regards to evaluation of staff performance, it is suggested that the following criteria are integrated into individual staff records and to develop individual KPIs:
 - Views of the external examiners for the course/ programme/ individual module.
 - Student performance data, career progression and feedback from alumni.
 - Participation in Department Learning and Teaching events and conferences.
 - Staff involvement with research initiatives.
 - b. A dedicated research activity plan should be developed. Each department should state a clear research focus, questions that are tackled and what data will be used / captured to answer these questions. Clear milestones should be defined.
 - c. The faculty should develop a continuing professional development plan (CPD plan) for the young generation of teachers/ researchers. Additionally, more stable contracts should be introduced to allow currently “short term” employees to start developing into professors with an international reputation.
 - d. Staff should be offered/ encouraged to attend English academic writing sessions to enable them to publish in proper peer-reviewed journals.
 - e. For achieving greater publicity about departmental research activities, it is recommended that a separate faculty home page with a research section, identifying priority research directions for each programme is created. The same is true also for



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other homepage sections, more detailed information on at least two languages (including English) is strongly recommended.

- f. The improvements suggested above should be subjected to rigorous quality management based on a proven quality management framework which is communicated to all stakeholders, and which serves as a basis for participatory action involving all stakeholders.

In conclusion, the expert team considers that the Master Programme in Physical Education and Sports offered by University of Prishtina is **substantially compliant** with the standards included in the KAA Accreditation Manual. Therefore, the **team recommends accrediting** the study program **for a 3-year duration** of with a **number of 40 students** to be enrolled to the study program. We have reduced the number of enrolments to provide higher quality of teaching and studying at this study programme given the inadequate infrastructure and insufficient income. Also, the Expert team in this way gives the FPES time to formulate strategies to address limitations and implement them by the next reaccreditation.



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Expert Team

Dr. Chris Richter

Signature

Chris Richter

31.03.2022

Date

Jadranka Pelikan

Signature

Jadranka Pelikan

31.03.2022

Date



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4. APPENDIX

No Appendix supplied.